A Conflict Analysis Report

For the project titled:

Strengthening the Capacity of the Teaching Workforce in Primary and Secondary Schools for Conflict Sensitive Education in Three Districts of Northern Uganda.

ARUA, MOYO & YUMBE
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<td>CAS</td>
<td>Conflict Analysis Study</td>
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<tr>
<td>CCT</td>
<td>Centre Coordinating Tutors</td>
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<td>CPD</td>
<td>Continuous Professional Development</td>
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<td>CRRF</td>
<td>Comprehensive Refugee Response Framework</td>
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<td>CSE</td>
<td>Conflict Sensitive Education</td>
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<td>ECW</td>
<td>Education Cannot Wait</td>
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<tr>
<td>EiE</td>
<td>Education in Emergencies</td>
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<td>EU</td>
<td>European Union</td>
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<td>ECHO</td>
<td>European Civil Protection and Humanitarian Aid Operations</td>
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<td>GBV</td>
<td>Gender Based Violence</td>
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<td>INEE</td>
<td>Inter-Agency Network for Education in Emergencies</td>
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<td>MOES</td>
<td>Ministry of Education and Sports</td>
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<td>MOES - DES</td>
<td>Ministry of Education and Sports (Director of Education Standards)</td>
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<td>MOES - TIET</td>
<td>Ministry of Education and Sports (Teacher Instructor Education and Training)</td>
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<td>NCHE</td>
<td>National Council of Higher Education</td>
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<td>NRC</td>
<td>Norwegian Refugee Council</td>
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<td>PBEA</td>
<td>Peace Building Education and Advocacy</td>
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<td>PRA</td>
<td>Participatory Rural Appraisal</td>
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<td>PSN</td>
<td>Persons with Special Needs</td>
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<td>RPSS</td>
<td>Response Plan for the South Sudan</td>
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<td>SGDs</td>
<td>Sustainable Development Goals</td>
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<td>TiCC</td>
<td>Teaching in Conflict Contexts</td>
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<td>UNATU</td>
<td>Uganda National Teachers’ Union</td>
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<td>UNEB</td>
<td>Uganda National Examinations Board</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>UNHCR</td>
<td>United Nations High Commission for Refugees</td>
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<td>UNICEF</td>
<td>United Nations International Children’s Emergency Fund</td>
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Acknowledgement

UNESCO with support from EU-ECHO received funding for a project aimed at; “Strengthening the capacity of the teaching workforce in primary and secondary schools for the conflict-sensitive education in the districts of Arua, Moyo and Yumbe of Northern Uganda”. A conflict analysis was undertaken to assess the causes and dynamics of conflict(s) in the refugee settlements and host communities in the West Nile region of Northern Uganda and how they impact on the attainment of learning outcomes among the refugee children. The analysis also provided quality inputs and proposed a strategic road map for effectively implementing conflict sensitive education programs as well as mainstreaming conflict transformation in the targeted communities in the West Nile region of Northern Uganda.

This study was commissioned by UNESCO and led by Dr. Betty Okot working in collaboration with UNESCO, the Ministry of Education and Sports – Teacher Instruction Education and Training Department, the MOES Education in Emergencies focal point, the District Local governments, Office of the Prime Minister, UNHCR and other partners.

Special thanks go to the research team that included Aloysius Tenywa Malagala(PhD), Salome Awdi, Simon Waigumba and all the UNESCO staff in the field who helped coordinate the study, including Daniel Oding, Omale, Harriet Viola, Avinyia, Letasi Dorcas, Simon Peter Otandeka, and all others who cannot be mentioned.

Finally, great thanks to all the stakeholders who participated in the consultative meetings, key informant interviews and focus group discussions in Kampala, Arua, Moyo and Yumbe districts. These stakeholders include: MOES Officials in Kampala and project districts, Local Government Officials, Development Partner Officials, Chief Administrative Officers, District Education Officers, TIET, National Curriculum Development Centre (NCDC), Head teachers, teachers, students/pupils and parents in both host and refugee communities. Without their collaboration, this study would not have been completed.
Executive Summary

Introduction

This report presents the findings of the Conflict Analysis Study (CAS) commissioned by United Nations Educational, Scientific and Cultural Organization-Uganda (March to May, 2019). The study was closely aligned to the primary focus of the EU-UNESCO Led project entitled, ‘Strengthening the Capacity of the Teaching Workforce in Primary and Secondary Schools for Conflict Sensitive Education in the three Districts (Arua, Moyo, and Yumbe) of Northern Uganda.’

Objectives

Overall, the study identified and examined the underlying causes, triggers and drivers of conflict in fragile or emergency areas - refugee settlements and host communities in the West Nile region of Northern Uganda. Specifically, it assessed the general context, the nature and dynamics of conflicts; identified the key drivers of conflicts, the push and pull factors of involvement in violent conflict; ascertained the extent to which these conflicts impact on stakeholders and identified the stakeholders that can assist in preventing the conflicts; outlined capacity gaps for Conflict Sensitivity Education (CSE) programme planning and management; established potential synergies and opportunities for mainstreaming conflict resolution; and ascertained best practices and tools for making conflict analysis an on-going process.

Methods Used

The study utilized participatory approaches of data collection that included: key informant interviews; consultative meetings and upstream dialogues; and focus group discussions. The participants included: Officials from the Ministry of Education and Sports (MOES) in Kampala and project districts, Local Government Officials, Development Partner Officials, Head teachers, teachers, students/pupils and parents in both host and refugee communities. Additionally, documentary review was conducted prior to the fieldwork to guide the tool development processes as well as strategically map the targeted respondents.

Findings

The review of related literature showed that most local-national policies, including the Universal Primary Education (UPE) and Universal Secondary Education (USE) are inexplicit on conflict sensitivity and CSE, although there are statutory legal and policy frameworks meant to articulate the promotion of a safe learning environment.

The empirical study for its part, found that the West Nile region is generally characterized by high refugee numbers and the perception among host communities that the influx might continue. There are several cases of psychosocial trauma, gender-based violence, early marriages, teen pregnancies, school dropouts (both boys and girls), substance and alcohol abuse, physical fights, idling by men and boys, truancy among learners, and host-refugees’ tensions over access to resources, within the settlements.
The nature and dynamics of conflict in these districts are varied, multidimensional and crosscutting in all three study districts. These included: teacher-students’ conflict; student-student conflicts; school-learners’ conflict; families/parent/guardians-children conflicts; institutional mainstream - district level education system; communities-schools/learners’ conflict; school-teachers’ conflict; inter-personal, inter-community, intra-community.

Existing key drivers, push and pull conflict factors were found to be rooted within the following: Students’ Expectations and Fears of Education; Teaching, Learning and Performance in National Examinations; gender-based violence and culture; ethnicity, language and teacher insensitivity; the school infrastructure and environment; school feeding; ethnicity and tribal tensions; corporal punishment; access to school facilities and resources; teacher-learner ratio; and resources disparities and resentment by nationals.

The impact of the different types of conflicts are multidimensional and identifiable at different levels of society. The categories of stakeholders directly and indirectly impacted vary, depending on circumstances or contexts. The most affected groups of stakeholders (upstream; middlesream; downstream) are also the most likely to take an active role in assisting the prevention of conflicts in the region.

The study identified and mapped the capacity gaps both in terms of the education system and required competencies of critical personnel such as teachers, local government officers and others for conflict sensitive education programming, planning and management. The most cited gaps included: inadequate number of teachers that affects teaching and learning processes; limited awareness of CSE at all levels; limited capacity building of officials that would help sensitize others on CSE; disenabling teaching and learning environments to promote CSE; and ignorance of stakeholders of existing policies and guidelines which is attributable to the poor dissemination of information and/or policies.

**Conclusion**

The study concluded that the different ways through which conflict resolution and CSE could be mainstreamed in schools and fragile communities would be to include: CSE in the curriculum; sensitise stakeholders; proper dissemination of information; effective documentation of CSE guidelines and policies; capacity building of stakeholders; designing a participatory CSE promotion process; creation of peace/formation clubs in schools; and adopting crosscutting and multi-disciplinary approaches in the teaching-learning processes or education system.

The best practices and tools for making conflict analysis an on-going process would be instrumental for: promoting CSE through values-based educational approaches; games and sports; use of literary techniques in the teaching-learning contexts; adopting edutainment activities at school assemblies, use of media, i.e. audios and visual arts; and conflict analysis best practices matrix. The best practices matrix is a quick reference/diagnostic tool that can be used to embed conflict analysis at any level of practice within any institution.
Recommendations

Based on the findings above, the following key recommendations are made:

- There is need for strengthening policies and systems in conflict affected areas to facilitate CSE within Uganda’s general education sector;

- The capacity of national and district level government personnel be enhanced to improve advocacy, delivery of quality services, provision of relevant CSE, which addresses the needs of Ugandan learners, educators or other critical work force, and assists to improve their well-being ability and ability to overcome related traumas;

- Streamline a strategy for increasing the roles of the different stakeholders in conflict analysis, prevention, mitigation and resolution across all sectors and levels. There is also scope for aligning their roles with different skills development initiatives aimed at promoting CSE;

- In collaboration with other partners and government departments, take up the opportunities for skilling/training education stakeholders for CSE mainstreaming in all three project districts;

- Provide tailored training and continuous professional development (CPDs) as well as support supervision for in-service teachers to improve their CSE awareness and equip them with effective and validated concepts and pedagogies for integrating conflict analysis in their classroom practices;

- Develop strategies for working through existing community structures including, schools, faith institutions, hospitals, the local councilors, sub-county offices, cultural institutions, and communities and households to support the process of mainstreaming CSE at the grassroots levels; and

- Collaborate with or contribute in curriculum review processes as well as education sector strategic planning to explore avenues for advocating for the mainstreaming of CSE across all levels of education, including pre-service teacher education.
1.1. Introduction

This report presents the findings of the "Conflict Analysis Study" (CAS) commissioned by United Nations Educational, Scientific and Cultural Organization (UNESCO)-Uganda (March to May, 2019). The study was closely aligned to the primary focus of the EU-UNESCO Led project entitled, 'Strengthening the Capacity of the Teaching Workforce in Primary and Secondary Schools for Conflict Sensitive Education in Three Districts of Northern Uganda.' In reference to this project, the study sought to establish the need for a stronger appreciation of Conflict Sensitive Education (CSE) by frontline education sector workers (teachers), policy makers, curriculum specialists, development partners, learners and communities in fragile and emergency contexts. Secondly, it focused on the need to build the capacity of all education stakeholders for mainstreaming of CSE through targeted interventions.

The empirical study was conducted in three project districts of West Nile, namely: Arua, Moyo, and Yumbe in addition to some specific key informant or high-level engagements in Kampala. The study identified the nature and dynamics of the major conflict causes, types, drivers, triggers, actors, related gaps and synergies in education, thus setting crucial benchmarks/strategies for informing UNESCO's programming and interventions in those districts. All study activities were implemented in close collaboration with UNESCO, Kampala.

1.2. Background about the CSE project

UNESCO in collaboration with European Union - European Civil Protection and Humanitarian Aid Operations (ECHO), is providing support towards strengthening the capacity of the teaching workforce in primary and secondary schools for conflict sensitive education in three districts (Arua, Moyo and Yumbe) of Northern Uganda.

The project is anchored within the Education 2030 Agenda for Sustainable Development and particularly Sustainable Development Goal (SDG) 4, focused on inclusive and quality education. It aims at promoting access to quality, safe and relevant education for children and young people within the three refugee host districts of Northern Uganda through the provision of CSE that fosters inclusivity, social cohesion, resilience, respect and safe learning environments for all learners irrespective of their ethnic backgrounds.

The specific objectives of the UNESCO- EU Project are to;

1. Strengthen policies and systems of the education sector in conflict-affected contexts for conflict sensitive education based on results of a conflict analysis;

2. Increase the capacity of the Ministry of Education and Sports and the district local governments of Arua, Moyo and Yumbe to promote, advocate and support the delivery of conflict sensitive education accessible to all learners at all levels of education;

3. Strengthen the capacity of the primary and secondary school teaching workforce towards
developing tailored programs on CSE and provide psychosocial support to their peers and learners in challenging conflict contexts in order to re-establish social cohesion, increase conflict-coping skills and share good practices.

It is realised that if education policies and programmes focus only on technical solutions, then they won’t be sufficient enough to address the challenges found in conflict-affected contexts such as northern Uganda. If attention to conflict is not integrated into education policy and programming, there is a risk that education investments will increase tensions. The project therefore targets all the district local government officers that have an influence on the quality of Education and head teachers from the selected schools participating in the project. The project also targets 3,137 (2,575 teachers from 124 primary schools and 522 teachers from 35 secondary schools) and these represent 50% of all teachers in the three districts selected for the project with a minimum of 48% female teachers reached on per one year. The project will eventually reach out to 11,922 (55% of whom will be girls) primary school pupils and 5,109 Secondary school students (55% of whom will be girls) in the selected project districts who represent a quarter of all the school going children in primary and secondary schools in the targeted settlements.

Uganda hosts about 1.5 million refugees in 32 settlements in 12 districts where 52% are women and girls and children accounting for 61% (UNHCR, June 2018). While 74% come from South Sudan more refugees are expected by the end of 2018 given the average daily influx of about 2,000 refugees entering Uganda (UNHCR, 2018). The constant influx of refugees has overwhelmed the hosting districts, which are unable to adequately respond to the needs of their population. This has led to congested classrooms, high teacher to pupil ratios, increased drug stock outs, water scarcity, reduction of land available for host communities and poor sanitation to mention among other challenges that have created tensions among refugees and their host communities. In addition, ethnic tensions have continued amongst certain tribal groups, which have resulted into all forms of violence, abuse, rape, trauma and deaths.

The school environments are also characterised by influxes of violence, (including sexual violence) leading to unsafe learning environment and teachers lack of a harmonised and consistent pedagogic practice that delivers school curricula to promote inclusivity and conflict resolution in a non-biased manner. While efforts have been made to take the refugee children to school, their transition rates from primary to secondary schools have even dropped further to less than 10%, which has increased the number of redundant young people in the community (Save the Children, 2017). Teachers and school authorities need competencies to implement conflict sensitive education to ensure inclusion and avoid discussing topics or situations that can spark tension between the different tribal groups.

1.3. Study Objectives

Overall, the study identified and examined the underlying causes, triggers and drivers of conflict in fragile or emergency areas, with the aim of: strengthening policies and systems; supporting the provision of and access to quality CSE for all learners across all levels of education, enhancing the capacity of the MOES and relevant Local Government (LG) authorities; and improving the roles and ability of educators working in conflict contexts to provide targeted CSE and psycho-
social support to learners and peers. Hence, the CAS, was guided by the following seven specific objectives in the course of data collection, analysis and presentation of findings:

i. Assess the general context, the nature and dynamics of conflicts within refugee settlements and host communities in the West Nile region of Northern Uganda including gender-based violence (GBV);

ii. Identify the key drivers of conflicts, the push and pull factors of involvement in violent conflict among refugees and host communities within the settlements in the West Nile region of Northern Uganda;

iii. Ascertain the extent to which these conflicts impact on stakeholders and identify the stakeholders that can assist in preventing the conflicts including GBV in the refugee settlements and host communities in the West Nile region of Northern Uganda;

iv. Identify capacity gaps, both in the education system and in the required competencies of teachers, local government officers and other critical personnel for conflict sensitive education programme planning and management;

v. Identify potential synergies and opportunities for mainstreaming conflict resolution and CSE programmes within the scope of current programmes and approaches, potential entry point/roadmap for mainstreaming peace building into conflict-sensitive education programme planning and management;

vi. Identify the best practices and tools for making conflict analysis an on-going process within reasonable frequency as per-the needs and requirements of the organization; and

vii. Present the key findings in a validation meeting.

1.4. **Expected Results**

The expected results of this study are:

1. Education sector policies and systems for conflict-affected contexts strengthened to promote conflict sensitive education in Uganda as informed by the conflict analysis.

2. Increased capacity of government personnel at the national and district level to advocate, and deliver quality, relevant, conflict-sensitive education in Uganda which addresses the needs of children and helps to improve their well-being to overcome the related traumas.

3. Enhanced accessibility to conflict sensitive education and improved well-being for learners affected by the conflicts in Uganda.
2.1. Introduction

The review process involved the identification of relevant literature, including policy and academic publications on the topic, project documents, implementation plans, teacher education manuals and country specific documents including Teaching in Conflict Contexts (TiCC) materials. The review, outlined whether or not, a particular document is silent, implicitly or explicitly articulated CSE, how and in what areas; and the gaps that needed addressing for the host and settlement communities in the project districts in line with the provisions of International Refugee Laws and the Laws of displaced persons. Consideration was also given to the situational analysis of CSE in West Nile/Uganda among others and the state of the national educational context (also see, UNICEF, 2012; 2015). Thus, the documentary review findings highlight some pertinent definitions and narratives of concepts relating to conflict analysis, CSE and the role of education in society and the frame of analysis used.

2.2 The Frame of Analysis

Recognising that education and conflict occur within a context, and are integral with everyday life events, this literature review considered the political economy of education to provide a theoretical framework for examining the complex relationship between education – and conflict. Adopting an inter/multi-disciplinary stance, the literature review anchored analysis on the following tenets: the role of education (four pillars), the political economy of education (nexus of education with conflict and sector interdependences) to explain the nature of conflict, CSE, CS and illustrate the value of CSE for society. Understanding the role of education is considered to be the benchmark/first step for examining and explaining the reasons why education may deliver or fail to achieve its expected goals of being impactful to learners/society. In itself, political economy of education places education within the socio-political and economic contexts to examine the major narratives surrounding conflict sensitivity and conflict analysis and account for those conditions that may enable or disenable the education system from delivering as expected. Normally, education helps to mitigate, prevent or transform conflicts in society. However, at times, especially when it is not conflict sensitive, education instead becomes a source of conflict in society (Lamares et al, 2015).

Kingdon et al (2014) explicate that the workings of political economy systems in the global south often highlight how causal linkages are crucial for informing the policy making process. At the macro and micro levels, some of such causal factors that influence education systems include:

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Strengthening the Capacity of the Teaching Workforce in Primary and Secondary Schools

stakeholders’ influence peddling, patronage politics/rent-seeking especially by the elite, the role of international agencies in educational decision-making processes, inter-country institutions that govern resources distribution causing disparities and, the diverse impact of systemic constraints, including lack of political will as well as corruption in educational service process. In reference to conflict affected contexts, Kingdon et al (2014) identifies how global security impedes the capacity of education to support sustainable peacebuilding. This, the scholars argue, happens, because there is disconnect between educationists, peacebuilders and conflict resolution practitioners. Hence, they tend to work in silos with little or no knowledge of what goes on in their different sectors. Based on Kingdon et al (2014) analysis then, educational initiatives might be affected by the economic, socio-cultural and political environment. This is crucial especially since; positive change of critical crossing-cutting educational concerns often depend on inter-sectoral and or departmental partnerships.

Kingdon et al (2014) provide five key themes that anchor an interdisciplinary analysis of the educational sector. Consequently, schools operate within a wider world. As such, their activities are either directly responsible for or spurred by motivations, events and limitations from beyond the school systems (the wider world). Moreover, different factors such as reforms, policy formulation, resourcing, implementation, monitoring and evaluation impact different aspects of the education sector differently, to influence learning outcomes at any level. Thus, the five themes below, guided the education sector situational analysis to inform the understanding of conflicts in the sector:

i. **Roles and Responsibilities**: This lens identifies the main stakeholders in the education sector and various interests and motivations.

ii. **Patronage Politics**: This assesses the extent and prevalence of patronage/investment politics/ policymaking or legislations within the sector and its and identifiable impact on learning / school performance and education reforms, generally.

iii. **Decision-making and the process of influence**: This identifies who participates in the various types/levels of education policies decision-making processes and why. It further identifies the indirect actors and their hidden influence in the decision-making process and why.

iv. **Implementation concerns**: This lens provides scope for analysing the extent to which policies are implemented and the factors that expedite or hinder these and why.

v. **Driving forces**: These relate with the political and socio-economic conditions that push or obstruct the design and implementation of educational reforms (Cantoni and Yuhtman, 2013; Kingdon et al, 2014).

Relying on the five lenses above, the dual relationship between education and conflict or the issues that make the learning environment unpleasant, hence, rendering the achievement of education goals impossible, were examined from four major perspectives, namely the: i) current status of education sector, ii) the national development (NDPII, 2015; Vision, 2040), iii) global factors in education, and iv) education and peace building trends (cf. UNICEF, 2011:4; DFID 2004; Kingdon et al, 2014).
2.3 Definitions and Understanding of Conflict Analysis Concepts

- **Conflict**

According to Sharp (2012), conflict occurs when there are two or more incompatible goals. It can manifest at different levels, i.e. intra-personal, inter-personal, inter/intra-community, institutional or territorial, for example. By nature, conflict is dynamic, evolves, can transform or be transformed. However, not all conflicts are bad because they have the ability to empower stakeholders and can be used as a governance tool since they enable the leaders to discern what is going on and act accordingly. Conflicts can be violent, explosive, or subtle and therefore difficult to detect. Hence the process of uncovering the nature, types, causes, triggers, drivers and impact of conflicts, requires sophisticated analytical skills (cf. Johan Galtung, 1964). This is so because conflict remains an embedded/living/intrinsic aspect of society. As such, conflict can become a stumbling block for the efficacy of education in society. Thus, it is quite vital that any conflicting situations surrounding education should be prevented, mitigated or managed.

- **The Fundamentals of Conflict Analysis**

From the 1990s there has been a significant drive to apply conflict-sensitivity as a lens in policy formulation and programming for crisis/fragile contexts. Research suggest that the need to understand the nature and causes of conflicts through conflict analysis and conflict theories has caused a paradigm shift from a focus on global actors to locals and their situations, instead (Porto, 2002:6). Resultantly, conflict analysis helps in identifying the underlying causes and drivers of conflicts beyond the obvious - such as material interests (MacGinty and Williams 2009). Concretely, conflict analysis could uncover the different typologies and underlying causes of conflicts such as, “territory, ideology, dynastic legitimacy, religion, language, ethnicity, self-determination, resources, markets, dominance, equality, and, of course, revenge” (Porto, 2002: 6). While the grievances resulting from poverty and inequalities in access to resources and opportunities may drive conflict, many scholars agree that both material interests/greed can lead to violent conflicts such as wars (Kett and Rawson, 2007: 403; Collier and Hoeffler, 2000. Thus, available literature indicates that conflict analysis is essential across disciplines such since conflicts can adversely affect and prevent the realisation of the intended developmental objectives. Arguably, conflict analysis as a practice emerged from the need to be effective in achieving intended objectives such as improving the situation of the community (Oliva and Charbonnier, 2016:18).

Additionally, conflict analysis reveals the “…multidimensional and multi-layered nature of contemporary conflicts” which has broadened the concept of development from the narrow economic growth only focus, to encompass integral development that includes human security (Oliva and Charbonnier, 2016:19-20). This essentially, widens the “agenda around economic, environmental, societal and regional security” under consideration (Buzan and Hansen 2009:176,189 cited in Oliva and Charbonnier, 2016:19-20). Moreover, MacGinty and Williams (2009) assert that the correlation between development and conflict studies remains vital since some developmental themes can cause/ lead to violent conflicts. Thus, conflict analysis which uncovers the origins, effects and the hidden forces that cement conflicts in a particular situation,
supports the design of conflict sensitive methods, systems, techniques and developmental initiatives. In principle, conflict analysis enables society to generate strategies or initiatives for managing conflicts and ensure own resilient. Conflict analysis therefore, is a framework through which to make sense of the underlying causes of conflicts as the starting point for peacebuilding as detailed in the steps below.

1. Analysis of Main Conflict Factors
   Examines the major immediate factors – Conflict Triggers

2. Analysis of Actors
   Places people/orgs. at the centre, examines group dynamics, interests, agendas, needs, relationships, push factors etc; linked to the conflict - builds on step 1- Conflict Drivers.

3. Analysis of Capacities For Peace
   Maps out major capacities for peace, existing structures, mechanisms, institutions for positively and peacefully managing conflicts – Builds on step 2.

**Figure 1: Three Steps in Conflict Analysis**

### Validated Approaches in Conflict Analysis

Drawing on Dale (1999, 2000, 2005; UNICEF, 2011: 5), this review contends that education and conflict interact in the process of delivery or provision of services. Similarly, Thorsten Benner (2007) argues that the link between education and conflict remains complex and problematic and can unravel through a linear observatory process. Apparently, there seems to be no recognized and validated framework of analysis that has been adopted to explain this connection. Most studies depend on narratives around both concepts and use perceptions, attitudes, experiences (qualitative) to make meaning of the situation. Relatedly, in Johan Galtung’s methodological analysis of peace, conflict, education and schooling, he posits that peace is not the absence of war since conflicts are part of human life. He emphasizes that a conflict can positively play a constructive role in creating opportunities for social transformations, especially when it reveals an uncomfortable situation that requires attention (1964).

In his **Do No Harm** principle, Galtung emphasizes the use of a non-violent approach to conflicts resolution, which entails first, a conflict analysis to identify the factors, actors, different interests, aspirations, fears and positions of the different parties to the conflict. Secondly, he prescribes participatory steps for arriving at a suitable solution (John Galtung, 1964; Oliva and Charbonnier, 2016:18-22). Similar perspectives have informed international developmental and humanitarian conflict sensitive programming, including the United Nations (UN) Practitioners’ Guide to Benchmarking (2010) which adopted resilience as a central framework for harnessing peace. Although the UN Benchmarking, does not use CSE, it recognizes the ability of education to endure stresses and setbacks and at the same time, creatively lower such pressures or avert the setbacks. Comparatively, the same is evident in most International Non-government Organisations’ (INGO) programming discourses such as, the Inter-Agency Network for Education in Emergencies (INEE, 2017; 2018); UNICEF (2014; 2015); Education for All (EFA, 2000-2015); UNHCR Education Strategy (2012-2016); UNHCR Strategic Directions, (2017-2021); UNHCR

2.4 The Role of Education in Society

The role/value of education becomes clearer with an understanding of the meanings behind these four pillars:

i. **Learning to know**: Education leads to self-discovery and acquisition of knowledge for its sake, for nurturing and improving cognitive abilities, wisdom and or change of one’s perceptions of the realities of life.

ii. **Learning to do**: Education enables one to acquire life skills or knowledge through practice and or real-life experiences.

iii. **Learning to live together**: Education teaches learners to appreciate the undisputable fact that humans do not live in isolation of others (social skills). Since they learn from one another, the environment in which they live and grow shapes their behaviour. Education prepares them to be tolerant to one another and live harmoniously with others.

iv. **Learning to be**: Education offers a step-by-step process through which learners discover, grow and actualize their potentials to become what they want to be in society (see Jacques Delores, 1996: 20-24).

2.5 Understanding Conflict Sensitivity in Education

For the education system to effectively deliver the four pillars to the learners, it must be conflict sensitive. That is, it must be aware of the various interrelated macro/micro systems, factors or issues in its surroundings, including: state interests/policies, religion, civil society, social economy, status/level of learner/knower, which might hinder/obstruct the learning process. Viewed through the principles of Do No Harm and Never Take Sides, CSE becomes important for creating awareness that the types of decisions taken could potentially increase social tensions and cause conflict in society (Plata, 2011).

There is a nexus between conflict and education that can be understood as a two-way relationship. While education can change the learners’ mindset and open up new horizons, thus, preventing, transforming, mitigating and solving conflicts, it can as well fuel conflicts among the learners and in society in various ways, especially when it is obstructed, and fails to deliver its goals. For instance, a drop-in attendance due to insecurity, poverty, attacks on learning institutions, destruction of infrastructure; psycho-social trauma, personal life pressures, and the inability to teach or learn could adversely affect the learning environment. A decline in national/donor financing of educational budgets and incapacity of the education system to maintain existing or construct new infrastructures may also become a point of conflicts in education. Equally, the immobility of critical stakeholders, namely: students, teachers, instructors or the challenges of moving material and financial resources may also bring education and conflict in contact Davies, 2004). In this regard, placing education and conflict in context, requires a critical reflection.
on what might cause a conflict in the learning environment. Such reflections could be guided by questions such as: what happened, when, why, by who, where and how it started, evolved, progressed and ended (cf. Kaur, 2006). Thus, conflict sensitivity in education can be examined by use of the following tenets:

**The Critical Pedagogy**

Critical pedagogy presupposes that the learner is not an empty vessel (tabula rasa), which inactively awaits to be filled with knowledge by the teacher. This conflict sensitive epistemological outlook re-examines the contexts, sites and experiences of knowledge generation and creates scope for accommodating the values and experiences the learner carries into the teaching-learning context through the process of dialogue and interpersonal interactions. It assumes that the learners’ active participation in knowledge creation awakens their individual consciousness to embrace impactful learning experiences and apply these in real life situations. Relatedly, Paul Freire (2006:9) states that genuine education is determined by the relevance of the knowledge gained through the learners’ social settings, problems, experiences or everyday life realities. In that respect, Freire contends that the learner be furnished with focused information, opinion, and the space to participate in knowledge creation and recreation. Alice Miller (1983) and Isa Shor (1992) share a similar view by agreeing that the learner be enabled by the teacher, to gain knowledge through lived everyday realities. These assertions all relate with the learning to do pillar of education.

**The Bio-pedagogy**

This pedagogy leads the learner to self-discovery and positioning in their environment (Darder and Baltodano, 2009:27). Darder, argues that a robust scrutiny of individual life experiences and how they contribute to knowledge generation and learning outcomes is important. Miller (1983:13) in her piece, The Drama of the Gifted Child, portrays how parents often stifle the feelings and quash the desires of their children to be themselves, when they [parents] channel their dreams, emotions and world views through their children. However, due to parental respect and fear of losing parental love, children obey. Yet, the inculcation of the learner’s compliance without regard for individual circumstances, society or (education) drives learning on a one-dimensional track, which compels learners to accept prejudice from society as normal and become closeminded and conceited (Miller, 1983). This perspective recognises the central location of the learner and stresses that the learner is more than just a receptor of knowledge, but rather a conscious human being with values, aspirations, emotions, intelligence, desires, denigrations, mind-sets, moods, state of mind, and an environment, to mention but a few.

**Systemic /Reflective Thinking Pedagogy**

Systemic thinking considers the fact that knowledge and experiences interact and interrelate, and it is often influenced and influences surrounding environment or systems. This implies that the teaching-learning or knowledge creation process, is a result of a holistic outlook of the ecosystem and the circumstances of the learners’ environment. In this respect, conflict sensitivity in education is a recognition that education is complex in nature and happens within a complex
system, requiring systems thinking to be aware of the issues that could affect the efficacy of education (Michael Apple, 1985: 49).

**Conflict Insensitivity in Education**

An education system can be described as conflict insensitive when it appears to be reinforcing existing social tensions, marginalisation, hostilities or subsisting differences between/among groups (Plata, 2011). This insensitivity can also manifest and make obvious inequalities, e.g. of learning when learners from one ethnic group seem to have less access to learning or when a teacher’s language ends up stigmatizing one group of learners. A conflict insensitive education system often misuses identity, belonging, inclusion, exclusion, integration, – history, economy, politics, language, culture, and so on. In this case, it glorifies aggression, militarism and wars, and nurtures a culture and mentality of violence in conflict resolution. These issues often converge to create, trigger or drive conflicts in the learning environment. Thus, an awareness of these issues surrounding education promotes the value of conflict sensitive education.

**2.6 National - Policy Perspectives on Uganda’s Education Sector**

The education sector in Uganda is aligned with global and national policies and programmes related to education services provisions, delivery and quality. Currently, the sector mainly subscribes to the Second National Development Plan (NDPII: 2015/16 to 2019/20) and Vision 2040, both aimed at enhancing human capital development, skills development, science, technology, engineering and innovation, and education and sports. Uganda is commendable for its for efforts to promote inclusive education for all demonstrated in the Uganda Refugee Response Plan (2019/2020) and moreover, it stands to benefits from various bilateral relations and global partnerships for development that are aligned with NDPII. These include among others, the Sustainable Development Goals (SDGs- Agenda, 2030 Adopted 2015), Education for All (2000-2015), UNHCR Education Strategy, 2012-2016 and UNHCR Strategic Directions, 2017-2021; UNHCR Uganda Strategy for Refugee Education, 2013-2016), European Union Guidelines on Education in Emergencies (2018), DFID –Leave No one Behind (2017), World Bank Education and Fragility (2016), USAID (2015) and Ireland’s Country Strategy for Uganda (2016 - 2020). All these programmes generally focus on inclusive education.

However, while the sector promises a comprehensive adherence to human capital development, skills development nationally, it is still largely prone to disparities or inequities related to access to quality education, retention of all learners in schools, service provision, (delivery, infrastructure and other resources) and completion of education. These gaps by implication, problematize the sector by causing pressures/stresses that at times lead to tensions and conflicts. In Uganda then, achieving improved access to quality education to enhance skills development, including vocational skills, *for all* to contribute to the realisation of NDPII targets (social cohesion and resilience) will the depend on the extent to which the sector promotes a conflict sensitivity education in the country.
Crosscutting Conflict Driving Trends in the Sector

The crosscutting potential and actual conflict drivers in Uganda’s education sector mainly manifest around delivery, access, effectiveness, quality and resources. Existing literature suggest that they either stem from, relate with or affect enrolment, retention, completion, curriculum development and implementation, teacher education, teaching-learning, infrastructure, financing, environment (health, safety, hygiene/sanitation), school feeding, and access to clean water and deprivation/poverty in the sector. Despite these being national-local issues, in West Nile like all other regions in the country, there are specific multifaceted critical concerns that can be said to be contributing to conflict in education there (see UNICEF, 2014:21-27). For example, West Nile districts are generally affected by refugee influx, besides poverty, low quality education, resources constraints, cultural issues and other general problems in the sector UNICEF (2015). Specifically, the districts of Arua, Moyo and Yumbe, present very specific typologies of conflict related pressures that affect education according to UNESCO’s Conflict Analysis baseline (April, 2019).

Additionally, NDPII (2015) suggests that Uganda’s human capital development remains far below anticipated targets regardless of investments in education, health, skills development and job creation. This index is critical for the fragile and crisis contexts such as the refugee hosting districts in the country, including in West Nile, and it points to the need for investigation of the possible reasons, in the light of conflict sensitive education, for the existence of this discrepancy. Moreover, although investments in UPE, USE and UPPET have largely widened access and participation in education, the pupil-book and pupil-teacher ratios are reportedly problematic countrywide. In refugee hosting, crisis or fragile areas, educational infrastructures and other resources, socio-economic pressures (including household poverty), host-refugee conflicts, insufficient financing, heighten the problem (RRP, 2017; NDPII: 2015). The pupil-teacher ratio continues to suffer due to the harsh environment, inadequate financing and limited internal mobility of skilled teaching workforce (UNICEF Conflict Analysis Report, 2015). While the gender gap in access to education has markedly narrowed on the national level, it is still a major concern for contexts where social, economic and cultural perceptions and attitudes deter girls, youths (both boys and girls) from participating in education. Further, due to the lack of skills and limited post-compulsory training opportunities, poverty and other social tensions/pressures that could potentially lead to conflict within and between communities are quite intense in such environments, including refugee hosting communities. Whereas there are huge advances in Early Childhood Education (ECE) especially with private investments, in refugee hosting areas in West Nile, the investments in ECE remains a concern.

While NDPII (2015) locates progression from primary to secondary education at 73% in 2013-2014, UNESCO’s Conflict Analysis Baseline (April, 2019) indicates that several learners from refugee hosting contexts are assisted to access compulsory education, may complete primary and secondary levels, but they are less likely to progress onto tertiary or higher education. This then, remains a problem and as such a potential cause of conflict. From the gender and human rights perspective, the girl child is especially affected by the social attitude or orientation of the community towards early marriage and home-making, among refugees. For host communities
it appears that, the persisting household poverty levels in spite of the consistent emergency/humanitarian educational and socio-economic interventions in the area, is heightening the low participation in education and training for girls. Moreover, the whole of West Nile suffers from the pressures of hosting refugees. Although the Education sector does not explicitly use the term Conflict sensitive Education, it provides statutory documents that aim at promoting a conflict free learning environment. Such documents provide the legal and policy framework geared at preventing, protecting and responding to conflicts in the learning environment in schools, including:

- Teaching Service Commission has a Teachers’ code of Conduct.
- Security Guidelines to Education Institutions.
- Alternatives to Corporal Punishments in Schools (2008) and Submission to the Human Rights Convention.

The question is whether such documents are really used in the schools. It is one thing to have the documents in place and another to make them accessible to the intended users and the users to actually use them.

2.7 Local - Policy and Developmental Programming Focus in Project Districts

According to the quick reference tool by Interagency Network for Education in Emergencies (INNE)³, there are minimum standards to be followed while designing an education intervention for fragile situations, including Foundations, Access and Learning Environment; teaching and learning, teachers and other educational personnel; and education policy and legal frameworks. Under foundation standards, it is recommended that education activities should begin with a conflict analysis in order to explore and analyse the dynamics, stakeholders and relationships between conflict and the education response strategy, involving a wide range of actors, through a participatory approach. This provides a comprehensive assessment of educational needs and resources for the different levels and types of education to be provided in a conflict sensitive manner. INEE recognises the need to gather information regarding knowledge, attitudes and perceptions of both beneficiaries and non-beneficiary populations before the implementation of education intervention. It suggests that the appropriate response strategies should focus on (what, who, where, when) and accurately reflect assessment findings, if they are to continually fit the conflict context.⁴

The focus on equal access to education in suitable learning structures and sites by all affected is visible in district level programming. The learning environment ought to be secure enough to protect the wellbeing of the learners. Teachers and other educational personnel be recruited and selected in a transparent and participatory manner, based on a criterion that recognizes the community diversity and equity requirements.

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There should be an educational policy and legal framework. The education in emergency policy and legal framework, should uphold the protected status under international humanitarian and human rights law of education facilities, learners, teachers and other education personnel. Teachers particularly, require relevant knowledge and skills, as well as strong school-based support and opportunities for collaboration to respond effectively to the complex needs of learners in crisis contexts. The national education laws, regulations and policies are to promote, protect and respect fully the right to education ensuring the continuity of safe, quality education for all groups without discrimination. Furthermore, the local education policy must be linked to broader national plans for social reconciliation/peace-building. Finally, the planning and implementation should reflect the international, national policy and legal framework regarding inclusive education. While the study districts are all attempting to adhere to the INEE standards during educational programming, there are gaps, as the field findings will later show.

The protection of individuals and societies cannot be separated from the transferrable skills, knowledge, and capacities that education nurtures (UNHCR, 2012). The focus of conflict sensitivity in education is to ‘ensure inclusive and equitable, quality education and promote lifelong learning opportunities for all’ (SDG 4). This initiative is aligned with Uganda Government’s Refugee Response Plan 2019-2020 that aims to comprehensively address the issues of refugees and encourages the promotion of inclusive education for all. Uganda argues that the social problems such as teenage pregnancy, defilement, child neglect, corporal punishment, mistreatment and neglect of fostered children, sexual and gender-based violence (SGBV), male emasculation prominent among refugee communities, basically emerge from a lack of inclusive, quality and conflict sensitive education accessible by all refugees (URRP, 2019-2020:57).

The local districts education officials have access to national legal and policy framework that provide guidance on the promotion of a safe learning environment such as:

- Teaching Service Commission’s Teachers’ Code of Conduct.
- Security Guidelines to Education Institutions.
- Alternatives to Corporal Punishments in Schools (2008) and Submission to the Human Rights Convention.

While the documents are not explicit on conflict sensitive education, their content reflect the desire to promote the values of peace building and conflict prevention in the learning environment. However, the extent to which such documents are accessible at the schools where they are supposed to put to use is yet to be established during the empirical study.

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5 See: Learning Environmental Checklist based on the Framework for Intervention Behavioural Environment Checklist, produced by Birmingham City Council Education Services, and adapted here by the NBSS with permission.
6 See, Conflict Analysis Baseline Report by QED, April, 2019.
7 See: UNHCR Education Strategy 201-2016, Summary.
8 See: UN Sustainable Development Goal 4.
2.8 Conclusion

This review has shown that the most local-national policies, including the UPE and USE are inexplicit on CS and CSE, although there are statutory legal and policy frameworks meant to articulate the promotion of a safe learning environment. The global educational programmes, however seem systemically aligned with CS and CSE, and education as a peace dividend as seen in EFA, SDG4, INEE, BiE, ECW, UNHCR Education Strategy, Leave no One Behind, UNICEF’s PBEA and (UNESCO). Nevertheless, the government’s Refugee Response Plan 2012-2016, 2017-2018, 019-2020) have created possibilities or opportunities for conflict analysis to understand the dual relationship between conflict and education on the one hand while on another, examine the need for and identify the potential strategies for integrating CSE at district and national levels. The implementation of the RRPs from (2012-2019) have created opportunities for refugees and host community learners to pursue education and skills development sometimes with targeted support and interventions by development partners. The various educational interventions have integrated gender, youths, adults, skills development, special needs, HIV/AIDS awareness, language of instruction, literacy, numeracy and other considerations of vulnerability in education that are all directly or indirectly related to conflict sensitivity. Hence, the risk of education failing to be effective and impactful to the learners cannot be ignored in policies, programming, teaching-learning, curricula design and society. The findings thus, justify the need for a CSE related intervention by UNESCO and its partners.
3.1. **Introduction**

Documentary review/background reading was completed prior to the fieldwork, to inform the choice of methods and tools. The fieldwork was conducted in Arua, Moyo and Yumbe and Kampala. Following the participatory case study approach, qualitative data was collected from relevant sub-groups of the main study group, namely: women, children, youth, the extremely vulnerable, elderly, and persons with special needs (PSNs) and local leaders from both host and refugee communities. Choice of questioning techniques and approaches were adjusted to suit the circumstances in specific study locations and address the communication competencies and limitations of particular respondents. Data collection captured biodata on age, gender, disability, level of education, socio-cultural status and ethnicity among others. The use of pragmatic approaches such as workshop-based audio storytelling and role play during data collection facilitated a spontaneous participatory conflict analysis exercise which revealed the participants’ understanding of the nature and dynamics of conflicts in all three districts. This will be discussed further under presentations of findings. The study reached over 350 participants through the three Validation Workshops in Arua, Moyo and Yumbe as well as the following data collection:

### 3.1. Data Collection Methods

- **Key Informant Interviews**

  In the field, 35 key informant interviews (KIIs), and 3 consultative meetings were held in all research districts targeting district officials, MOES representatives, development partners, head teachers, local leaders and heads of teacher training colleges from both communities. The KIIs relied on an interview guide that was designed to gather qualitative data relating to priority CSE perspectives in the study refugee hosting districts. The qualitative data broadened the evidence by providing extra insights, relatable examples and depth of analysis of the quality and nature of CSE provision needs, competence gaps and opportunities sufficient for triangulating available quantitative data.

  This category of informants was deliberately drawn in because of the roles they play in education, governance, religion, the local economy, and in the knowledge that they understand society and education from different dimensions.

- **Consultative Meetings and Upstream Dialogues with Lead District Sector Stakeholders**

  There were 8 upstream dialogues with experts or key personnel from MOES Departments such as DES, NCDC, TIET and experts from Makerere and Kyambogo University Departments of Teacher Education were engaged. In each district level, 1 consultative meeting was held with at least 15 carefully selected sector stakeholders to gauge their perspectives on strategies for mainstreaming CSE in the education system among other topics. The category of respondents identified for the consultative meetings and upstream dialogues were included purposely due to
their expertise, deep knowledge, experience and roles in education and mainly because they are known to understand the sector from the policy and implementation perspectives.

**Focus Group Discussions**

The focus group discussions (FGDs) integrated participatory rural appraisal (PRA) and case study methods as appropriate to maximise effective inclusion and engagement of participants. 27 FGDs were held across all project districts. Each FGD engaged at least 10 participants. The FGDs were disaggregated according to the nature of participants to increase participation and uniformity of their contributions. The groups were: primary school teachers, lower primary learners, upper primary learners, secondary school students, secondary school teachers, host community member and refugee community members. The schools engaged were mostly government aided, private, settlement-based or community schools. The discussions were interactive and participatory and assisted the identification of conflict causes, actors, drivers and triggers. Since they are part of the immediate communities of study interest, FGD participants were grouped according to their locations to allow for a context specific analysis of conflicts based on their everyday experiences, knowledge and roles in those contexts. In each group, the questioning techniques varied to ensure accuracy or relevance of the information provided.

### 3.2. Ethical Considerations for Inclusion of Children and Vulnerable Persons

Ethically, the study leaned on the SPHERE standards, and the principles of the Humanitarian Charter in conducting research among refugees\(^\text{10}\). To address cross-cutting issues relating to (children, gender, and disability, HIV/AIDS etc.), data collection, management, analysis and reporting remained sensitive to the specific needs of these vulnerable groups. The study showed awareness of gender equality and the ethics of data protection and confidentiality by ensuring anonymity and not directly attributing specific perspectives to those particular respondents. By adopting the ethics of inclusion and non-discrimination, the study sufficiently engaged all the targeted sub-groups within the Arua, Yumbe and Moyo refugee and host population according to acceptable minimum ethical standards in educational research.

### 3.3. Data Analysis Methods

Both manual and software programme guided analysis were adopted during data analysis to speed up the process of data analysis and enrich the quality of the information generated from the field. For the KIIIs, upstream dialogues and consultative meetings, the software **ATLAS ti** aided analysis. Furthermore, the FGD materials were analysed manually, again to ensure capture of critical points and reduce repetition.

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\(^{10}\) The Sphere Project (2004) Humanitarian Charter and Minimum Standards in Disaster Response, Musumeci, Aosta, Italy. For clarity on broad collaboration processes and commitment to quality and accountability in humanitarian interventions, the study shall refer to the Sphere Handbook.
Findings are thematically aligned to the aforementioned seven specific objectives.

4.1. The General Context, Nature and Dynamics of Conflicts

General Context

The study found that the West Nile region is generally characterised by high refugee numbers and the perception among host communities that the influx might continue. Refugees normally reside in the various designated rural settlements as well as within urban and peri-urban centres. The refugees that reside outside the camps/settlements are usually those who supposedly fled with their resources and hence, have the capacity to live independently, engage in business and fend for themselves. However, those that stay within the various settlements are mostly vulnerable and in desperate need of humanitarian and other forms of support. As such, the majority of settlement residents are women, children or young adults with complex livelihood needs.

There are several cases of psychosocial trauma, gender-based violence, early marriages, teen pregnancies, school dropouts (both boys and girls), substance and alcohol abuse, physical fights, idling by men and boys, truancy among learners, host-refugees’ tensions over access to resources, within the settlements. There are a large number of unaccompanied minors, child headed families and single-parent/mother families. Due to lack of parental love, care and guidance, some of the children are associated with anti-social behaviour and could even go to the extent of excluding themselves from school. The settlements are congested and mostly quite remote from host community areas and are fed by dirt access roads that become rough upon long use or impassable in the rains. Access to clean and safe water, education or health services even arable land in those settlements is normally problematic. However, to curtail such problems, facilities such as schools, health centres, water points, recreation and other social amenities are provided by government and development partners.

Also, the ethnic tensions among refugee communities, i.e the Dinka and Nuer especially are so entrenched that the groups are incapable of sharing the same spaces (settlements). However, forced displacement, compels them to live together despite endemic prejudices. The spill overs of these tensions even filter into common-use spaces, such as: schools, games and sports/playgrounds, markets, water points, environment over natural resources, and other participatory activities where both ethnicities are involved. This is exacerbated by the diverse and multifaceted cultural norms and practices, religious, political tensions and social/tribal prejudices that some refugees continue to dwell on. Although some settlements are disaggregated on ethnic basis in an effort to prevent or mitigate any further escalations of ethnic tensions, there are still spill overs of disagreements among refugees and between them and host communities.

Often refugees and hosts tend to lead separate lives because of the way in which settlements
are geographically installed – in remote areas. However, hosts seem to be drawn nearer to the settlements in order to access or partake of the services provided to the refugees. Such inevitable contacts sometimes form the basis for potential conflicts considering that both groups also come with varying levels and types of needs based on their social backgrounds and statuses. In summary, this is the general context under which the study examined the factors that precipitate and sharpen the contours of conflicts, therefore, establishing the need for conflict sensitivity and CSE mainstreaming in the region. Table 1 below maps out the nature, dynamics of conflicts to enrich the contextual analysis.

Nature and Dynamics of Conflicts

The nurture and dynamics of the conflicts so far found in West Nile are varied, multidimensional and crosscutting in all three study districts. One of the reasons for this commonality is the presence of refugees, their interactions and interdependencies with hosts communities. By nature, the conflicts are complex and can be described, assessed or understood for example as: latent, direct, subtle, immediate, explosive, current, violent, and non-violent. The dynamism of conflicts is identifiable by the ways in which they manifest and evolve. This explains why sometimes, the causes of conflicts become drivers, triggers or effects. For instance, poverty in education might be a cause, but when it eventually obstructs learning, it disempowers the learner and prevents them from becoming self-reliant, so they continue to depend on others. While the learner remains poor, his dependency leads to increased poverty in the household. The matrix below, explains the said dynamism by mapping out the nature and intricacies of the various types of conflicts identified across all three project districts as in Table 1.
Table 1: Nature and Dynamics of Conflict

<table>
<thead>
<tr>
<th>NATURE</th>
<th>LEVEL</th>
<th>CAUSES</th>
<th>ACTORS</th>
<th>DRIVERS</th>
<th>TRIGGERS</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter-personal, inter-community, intra-community (e.g. inter-ethnic, tribal, hosts-refugees)</td>
<td>Explosive, Structural, Immediate, Latent.</td>
<td>Prejudice, attitude, greed, intolerance, disrespect, theft, deprivation, irresponsibility, lack of accountability, hatred, levels of education, natural resources, perceptions of the law, sense morality, self-awareness, etc.</td>
<td>Hosts, refugees, individuals, entire communities.</td>
<td>No transparency, corruption, greed, weak governance, inadequate resources, poverty, poor infrastructure, lack of skills, poor policies, illnesses, poor primary health system, ineffective education, hatred, forced/early marriage, teen pregnancies, etc.</td>
<td>Struggle for limited resources, space, opportunities, unsafe learning environment, ineffective teaching, failure to address existing conflicts, etc.</td>
<td>Unfulfilled educational goals, unskilled citizenry, lack of resilience, dropout, increased vulnerability, incohesive communities, broken relations, lack of trust, unconfident people, uncooperative society, etc.</td>
</tr>
<tr>
<td>Institutional Mainstream District level Education system.</td>
<td>Structural, Systemic, Explosive, Immediate, Latent.</td>
<td>Policies, systems, structures, projects, exclusive AEPs, less educational resources, inefficient system, inflexible project partners, rigid implementation models, ineffective monitoring and supervision, context inappropriate curriculum, few secondary schools at sub-counties, disparity in remuneration of government and partner supported/paid teachers.</td>
<td>MOES/Officials, Local Government, DEOs, other District Officials, Education Officers, HTs, Sub-county Officers, DIS,TIET, DES, Policy makers, Implementers, NCDC/Officials, TTCs, Educational NGOs/partners, schools, learners, teachers, parents, wider society.</td>
<td>Ineffective monitoring and supervision, Poor resource distribution mechanisms, ineffective teacher education, conflict insensitive curricula.</td>
<td>Disparities in remuneration between government and partner, paid teachers, Resentment by the nationals when community/private schools are not supported, ineffective teaching and learning, lack of consultation.</td>
<td>Unemployment, continued resentment, stagnated growth, poverty, social incohesion, anti-social behaviour, intolerance, lack of trust, no learning, disharmony among teachers/learners, dropout, incompetence.</td>
</tr>
<tr>
<td>NATURE</td>
<td>LEVEL</td>
<td>CAUSES</td>
<td>ACTORS</td>
<td>DRIVERS</td>
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<tr>
<td>Teacher-students</td>
<td>Structural, systemic, Explosive, Immediate, Latent.</td>
<td>Power relations, poor teaching, poor conduct/attitudes, insensitivity, prejudice, -absenteeism, incompetence, lack of knowledge and skills, insensitive language, language of instruction, corporal punishment, punitive school rules and regulation, disrespect.</td>
<td>Teachers, students, Disciplinary Committees, PTAs, SMCs, aunts, Child Protection Officers, community structures/leaders.</td>
<td>Punitive school rules and regulations, prejudiced attitudes/mindsets, lack of skills, biased PTAs, SMCs, guides and regulations, unfriendly school environment, non-disclosure of information.</td>
<td>Corporal punishment, unresolved conflicts, ineffective classroom practice, ineffective rules, disrespect, lack of scholastic and special needs education materials, indecent relationship advances from learners, thematic curricular.</td>
<td>Strike, poor performance, low enrolment/retention, reduced staff recruitment, grievances, hatred, dropouts, disenfranchised learners, community incohesion, mistrust between teachers-students, suspicion, violence against teachers/learners, fear, no learning, disrespect, expulsion, job loss.</td>
</tr>
<tr>
<td>Students-Students</td>
<td>Structural, Systemic, Explosive, Immediate, Latent.</td>
<td>Prejudice, greed, intolerance, cultural differences, religion, cognitive abilities, theft, anti-social behaviour, no social skills, psychosocial trauma, play, relationships, bad peers, laziness, competitions.</td>
<td>Students Disciplinary Committees, HTs, PTAs, SMCs, teachers, support staff, parents, communities.</td>
<td>Student relationships, inadequate resources, lack of student support, guidance, lack of counseling opportunities, unsafe learning environment, poverty, low social status, Lack of extra-curricular-activities.</td>
<td>Unequal access to resources, no scholastic materials, hatred, peer pressure, parental influence, prejudice, favoritism, poverty, abusive language.</td>
<td>No learning, poor relationships, violence, no personal growth, expulsion.</td>
</tr>
<tr>
<td>Schools-Communities</td>
<td>Structural, systemic, Explosive, Immediate, Latent.</td>
<td>Resources, (water, land, firewood-space), access, values differences, teenage pregnancies, dropouts, -absenteeism, poverty, distance, poor national exams results, poor extra curricular performance.</td>
<td>Schools, communities, PTAs, SMCs, HTs, DIS, DEOs, MOEs, teachers, students, development partners.</td>
<td>Inadequate resources, poor infrastructure, value differences, poor services provision/ delivery, weak community/governance structures/policies corruption, greed, ineffective/weak dispute resolution structures/mechanism.</td>
<td>Struggle for limited resources/spac Restricted access to communal resources, lack of support.</td>
<td>Dropouts, low enrolment, retention, no learning, tensions, withdrawal of community support, no personal growth and development, incompetence.</td>
</tr>
<tr>
<td>NATURE</td>
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<td>CAUSES</td>
<td>ACTORS</td>
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<tr>
<td>Schools-Teachers</td>
<td>Structural, systemic, Explosive, Immediate, Latent.</td>
<td>Absenteeism, classroom practice, curricula, Remuneration, work conditions, national exams results, extra curricula, caning performance, verbal abuse.</td>
<td>Schools, teachers, SMCs, PTAs, HTs, DIS, DEOs, MOES.</td>
<td>Poor governance, poor remuneration, poor work conditions, no recourse to Teacher code of conduct, incompetence, lack of CPDs, lack of exposure to other opportunities, Lack of motivation, lack of support, poor work relations.</td>
<td>Lack of motivation, lack of support, low learners’ grades, teacher dismissal, unresolved issues, poor work relations.</td>
<td>Misconduct, incompetence, no job satisfaction, job loss, tension, job insecurity, disrespect, grievances, hatred, grumbling, unprofessional conduct, sabotage, poor work relations.</td>
</tr>
<tr>
<td>Teacher-Teacher</td>
<td>Structural, Systemic, Explosive, Immediate, Latent.</td>
<td>Prejudice, greed, intolerance, cultural differences, religion, cognitive abilities, anti-social behaviour, lack of emotional intelligence/social skills, psychosocial trauma, relationships, struggle for resources,</td>
<td>SMCs, HTs, PTAs, teachers, support staff, parents, communities.</td>
<td>Inter-personal relationships, inadequate resources, lack support supervision, lack of mentorship, guidance, lack of counseling, unsafe working conditions/environment, poverty, low social status, lack of motivation.</td>
<td>Lack of parity, unequal access to resources, curriculum, thematic curriculum, hatred, peer pressure, prejudice, favoritism, poverty, intolerance.</td>
<td>Ineffective teaching, poor classroom practice, tense relations, violence, no personal growth, loss of employment, broken relations.</td>
</tr>
<tr>
<td>School-Learners</td>
<td>Structural, systemic, Explosive, Immediate, Latent.</td>
<td>Lack of feeding, lack of water, long distance, poor infrastructure, few scholastic/teaching materials, under funding of extra curricula activities, uncontextualized curricular, unhygienic/unsanitary conditions, special needs unfriendly, Language of instruction, unpaid fees, uncondusive learning spaces, poor quality of teaching.</td>
<td>School, learners PTAs, HTs, SMCs, DIS, DEOs.</td>
<td>Corporal punishment, VAC, lack of food, long commute on foot, household poverty, uncondusive learning spaces, unhygienic/unsanitary conditions, curricula activities, unconcontextualized curricular.</td>
<td>Corporal punishment, VAC, hunger, fatigue, weather conditions, unpaid fees.</td>
<td>Fatigue, insecurity for the girls on the way, dropouts, absenteeism, ineffective education, impaired learning.</td>
</tr>
<tr>
<td>NATURE/ Parent/ Guardians-Children</td>
<td>LEVEL</td>
<td>CAUSES</td>
<td>ACTORS</td>
<td>DRIVERS</td>
<td>TRIGGERS</td>
<td>EFFECTS</td>
</tr>
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<td>----------------------------------</td>
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<td>---------</td>
</tr>
<tr>
<td>Structural, Systemic, Explosive, Immediate, Latent</td>
<td>Diseases/illnesses, unsafe environment, Child Labour, poverty, dropping out, house chores, absenteeism, early marriages, trauma, household poverty.</td>
<td>Families, parents, Guardians, children, Community structures/leaders.</td>
<td>Policies, rules, regulations, poverty, cultural values/practices, lack of knowledge and skills, less interaction between schools and parents, transfer of parent role to teachers/household poverty.</td>
<td>Poor performance, VAC, poor misunderstood/misapplication of laws/policies/, lack of access to resources, household poverty.</td>
<td>Continued dependency of learners on household post-education, increased poverty, no skills, unemployment.</td>
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</tr>
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</table>

**Teacher-Students’ Conflicts:** Findings show that teacher-students’ relations remain rather complex and tense. For example, in one Settlement school in Arua, some “17 students are not in good relationship with teachers.” This is happening because of time-tableing issues, “especially if lessons are on Sundays when students want to go to the Church.” In some instances, the conflicts between teachers and students are protracted and drawn from relations beyond the school, e.g. ‘clan fights.’ During the consultative meetings in Moyo and Yumbe, similar views emerged where respondents explained that sometimes the social tensions that are anchored in the community for various reasons, re-emerge in the school context where they become conflict drivers and continue to affect relationships and learning. This tension teacher-student tensions also manifest in primary schools where children dislike teachers who administer corporal punishment in the name of discipline, saying, “you are beaten fighting, jumping over the desk, stepping on the chairs or for stealing your friends’ food. When you come late the head teacher stands at the gate and beat your legs with the stick and your thighs” (Pupils FGD: Urban Primary School, Arua). In Moyo, some pupils stressed that “punishments include beating, slashing the compound, washing the toilets.” Evidently, the learners are afflicted by such treatment which is why they have identified them among those things that make them unhappy with their school.

**Student-Student Conflicts:** By nature, student-student conflicts also qualify to be inter-personal conflicts. It emerged that students often disagree among themselves and even get into a physical fight. Often, they quarrel amongst themselves on several grounds. For instance,

- During football matches or games and sports,
- When struggling in line for food,
- At water points especially when some want to go direct to fetch water without following the queue, and
When class prefects are thought to favour others during classroom cleaning activities (Students’ FGD: Mixed Urban Boarding Sec. Sch, Arua).

In their analysis, there are three stages to a quarrel that all have implications for what happens to the parties involved. For example, when they quarrel, students abuse, insult or even injure each other. Often the consequences of such quarrels include broken relations, suspension or expulsion from school. Taken together, these eventually converge and affect learning or the quality of the students’ experience of being in school. Moreover, the quarrels tend to push lingering emotional hurt that could potentially drive or cement violent conflicts among the learners. The respondents explained that sometimes relations are broken because:

Some students are very mean and do want people to touch their things. Sometimes during sports some do not want to accept defeat. It leads to arguments. Sometimes people steal from others and deny it. Criticizing other people’s religions (Urban Mixed Boarding Secondary School, Yumbe).

This shows that the multifaceted nature of this type of and that it is closely linked to how the students relate with each other and why. Moreover, the different types of relationships identified in the school, include: love, faith and friendship relationships. However, in their analysis, the love relations tend to “confuse students and affect their learning” while the latter two are “more helpful for learning about God” and how to live with others (Students FGD, Yumbe). The quarrels sometimes lead to lose of temper or insults. Depending “on the level of misunderstanding” involved parties, “can agree to become enemies or friends forever.” Embedded in this assertion is the idea that when students quarrel, they potentially “fail to live, study or work together,” in which case, they become hateful, lose friendships, keep grudges, develop psychosocial trauma and risk expulsion. However, beyond school, loss of friendship and a social support network could come with lifelong or life changing effects on the students. In Moyo it emerged that students sometimes they disagree and quarrel. These quarrels are said to be intense because club activities have dropped with reduced NGO support.

School-Learners Conflicts: Another sticking point that emerged from the FGDs with learners and teachers of settlement-based primary school in Arua is the issue of the classroom block constructed by one of the development partners with restricted access for learners and teacher who not part of the accelerated learning programme (ALP) supported by that partner. Thus, the classroom block is becoming a conflict driver in the school. Since it has evolved into a school-learners and teachers-school conflict, it also qualifies to be structural in nature. This is because the conflict was caused by policy and programming decisions by the partners and institutions involved.

Families/ Parent/ Guardians-Children Conflicts: Although the learners claim to be interested in learning and staying in school, sometimes there are cases of irregular attendance because of pressures from home or the natural elements (environment). The claim, the pressures arise when “parents ask us to stay home.” Moreover, “sometimes rain stops us from coming to school since it takes 30 minutes of running to reach school.” In this regards, household demands, weather conditions and distance all converge to affect the quality of the learners’
school attendance. In turn, they become conflict drivers because they hinder the learners’ access to education.

**Institutional Mainstream - District level Education System:** Findings suggest that the nature and dynamics of conflicts in schools are closely linked to mainstream institutional and district level systems, and policies. This perspective is crosscutting in all districts where respondents associated the education system and policies in Arua, Moyo and Yumbe districts with “conflicts in our communities and schools” and explained that “mainstream education system with support of partners and government, has brought disparity in the resources. Rigid partner implementation models that limits scope and budget, giving some schools have too much and others have less.” Additionally, the activities and competencies of the “district and national level steering committee, delayed school inspection fund, weak policy focus on special needs learners, weak enforcement of feeding policy, poor school infrastructure and conflicting curricular - e.g thematic curricular,” are all driving conflicts within the education system.

**Communities-Schools/ Learners Conflicts:** The type of conflict is closely related to the school-community conflict because of the structural nature of the issues involved. For example, “overcrowded water points, scramble for resources, including firewood, low teacher-pupil ratio, language barrier, limited access for learners with special needs, disparities between government aided and private schools, feeding gaps as parents are not providing food, poor school infrastructure and conflicting curricular,” are all affect relationship between schools and communities.

**School-Teachers Conflicts:** In Moyo, the study found that, the inadequate or over stretched school facilities are contributing to teacher-school conflicts. In an FGD, the teachers explained that, “three classes are held under the tree, that is P.1, P.2 and P.3.” Participants added that “teachers lack accommodation, staffroom, Laboratory equipment, and reference text books for subjects like English, math, science and social studies.” Moreover, “teachers go without salaries, except for the incentives from parents, which only came in term.” These findings were mirrored in Arua and Yumbe with different examples and levels. For instance, in Yumbe, “absenteeism, scramble for resources, late coming, poor infrastructure and teacher ratio” were cited as part affecting relations between teachers and schools. In Arua the “disparity in remuneration between government and partner supported/paid teachers,” was identified as a point of school-teacher conflict.

**Inter-personal, inter-community, intra-community:** The types of conflicts in this category were found to be crosscutting and very dynamic. They can begin from the school as cited elsewhere in this report, but evolve to take an inter-ethnic, tribal, hosts-refugees character.

### 4.2 Existing Key Drivers, Push and Pull Conflict Factors

Drawing from the analysis matrix and previous examination of the general context, nature and dynamics of conflict in the region, the key drivers of conflicts, push and pull factors of involvement in violent conflict among refugees and host communities within the settlements in the West Nile region of Northern Uganda are intricate, complex, interrelated, and impact both hosts and refugees and their institutions.
Table 2: Summary of Key Driver, Push and Pull Conflict Factors Identified

<table>
<thead>
<tr>
<th>Push</th>
<th>Pull</th>
<th>Drivers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition: factors that force/propagate conflicts</strong></td>
<td><strong>Definition: Factors that precipitate conflicts</strong></td>
<td><strong>Definition: Factors that cement, underpin and sustain conflicts – can be hidden</strong></td>
</tr>
<tr>
<td>Political instability in country of origin, continued tribal/ethnic tensions, struggle for resources, threat to life, loss of property/life/income, helplessness, forced displacement, desperation, struggle to survive, poverty, increased vulnerability, lack of skills, illnesses, grievances, malnutrition, cultural norms and practices (forced/early marriages, teen pregnancies), resentment by the nationals over resource distribution, ineffective teaching and learning, unresolved conflicts, disrespect, poor work conditions in schools, unequal access to resources, hatred, peer pressure, parental influence, prejudice, favouritism, abusive language, hunger, low teacher-pupil ratio.</td>
<td>Uganda’s welcoming policy environment without mechanisms for managing conflicts among refugees, lack of coordination between OPM and leadership structures of refugees within settlements, lack of proper integration, exclusive education programming for refugees, education/skills development, ineffective education and skills development, inadequate land for farming, limited income generating opportunities, over stretched primary healthcare services.</td>
<td>Inadequate preparation of locals to play hosts, policy ambiguity, inadequate pre-settlement preparation of refugees for life in new environments, rigid mindsets/cultural values, corruption, greed, weak governance, cultural differences, hatred, disparity in remuneration of government and partner paid teachers, corporal punishment, lack of scholastic materials, inequality in resources distribution, attitude/practices of locals, lack of special needs education materials/facilities, unsustainable donor support, uncertainty of refugee length of stay, indecent relationship advances by learners, lack of food, unqualified teachers, uncontextualized curricular.</td>
</tr>
</tbody>
</table>

Perspectives explaining potentials for involvement in violent conflicts from the study districts emerged from all categories of respondents. However, the narrative below captures mostly, learners’ voices from both secondary students and primary pupils:

**Students’ Expectations and Fears of Education:** The students’ expectations and fears of what education can turn them into, are potential push and pull factors of the key drivers for involvement in violent conflicts. Education is meant to direct learners to achieve their life goals, gain knowledge, and build a self-reliant future - life beyond the school. Since, there is often no guarantee that these expectations will materialise due to the factors surrounding the students’ education, they fear that they might become “hustlers, thieves or a burden to their parents and society” if they ever fail to achieve (Students’ FGD: Mixed Urban Boarding Sec. Sch, Arua). In another FGD, the students’ explained that education should help them to: “pass exams, lay foundations for careers, make them important individuals in future, get employment opportunities, join a profession ...and engage in extra-curricular activities” (Urban Mixed Students’ FGD: Boarding Secondary School, Yumbe). Similarly, in Moyo, the students referred to the role of education in shaping learning, behaviour and relationships with others (Students’ FGD: Secondary School, Moyo). Hence, from these students emerge the understanding that education should prepare learners for life and enable them to adjust and adapt to circumstances.

**Teaching, Learning and Performance in National Examinations:** Students from all districts explained that sometimes teachers and their habits discourage learning particularly, when:
They use low voice, are too serious all the time, and [discourage] students who are slow in writing, calling students dull when they fail, separating students in class by performance (Student FGD: Settlement-based Secondary School, Arua).

In their view, performance in the last Uganda Certificate Examinations (UCE) and Uganda Advanced Certificate Examinations (UACE) including position in the district, the number of first division passes and all depend on the way teachers teach, teachers’ habits, conduct or personalities. It was also revealed that sometimes teachers guide students on possible career paths related to particular subjects. This raises questions about career guidance and whether/how schools/teachers actually plan for them. The adhoc approach as cited in this example, could potentially push students and education into conflict especially when students make uninformed career choices. Hence, these are the ways in which teaching, learning and performance become key push and pull conflict driving factors.

**Gender-based Violence and Culture:** The push and pull factors driving sexual and gender-based violence (S/GBV) emerging from the field include, forced and early marriages, teen-age pregnancies, domestic violence, unreported rape, and the cultural values that promote early marriages. This is mainly instigated by male influenced cultural concepts about marriage that are used to coerce girls into relationships that they may not be ready for and eventually, their exclusion from formal education and learning. In Yumbe, a female teacher narrated her ordeal concerning a refugee student who made unwanted love relationship advances at her because he believed he had come of age and could even take his teacher for a wife:

> The student relentlessly insisted on being in love and even laid strategies to make me notice him during lessons. In an effort to drive his message he strategically shifted positions in class and informed his friends that I was his love interest. The friends alerted me, in shock and embarrassment, I informed the administration. I asked him to see me in private, but organised other administrators to stay with me for when he comes. He insisted that he was old enough to take me for a wife because in his culture, he was already recognised as a man and his family are willing to support him. He was counselled and eventually came to accept that things work differently here and he later apologised (A Teacher’s Story, Yumbe).

Although this is an example of a teacher-student conflict, it is driven by the students’ value systems and upbringing (structural level) that might have conditioned him to approach relationships from the masculine and egocentric lenses, which in this case narrowed his understanding of how, when and with whom to form relationships. Clearly, the student had no idea of the extent to which his advances had taken him beyond acceptable boundaries of appropriate teacher-student relationship, probably because he was only looking at the teacher as a woman, which explains why he maintained his position even though the teacher was uncomfortable with his advances. This is probably because his value orientation does not limit him to consider the roles, statuses, positions and relationships or connections different women have with him in different contexts outside the family context. Under different circumstances, a teenage girl, would not have managed to deflect this male advance the way the teacher did and the effect would have
been a girl trapped in an early marriage.

**Ethnicity, Language and Teacher Insensitivity:** This is yet another example of a push and pull factor driving conflicts in the region. A case in point is an example of teacher from western Uganda, who while teaching in one of the West Nile settlements schools, realised that students were not paying attention to what he was teaching. In an effort to correct them, he reportedly shouted at the students saying, “You lack discipline, that is why you will forever be ruled by the Dinka.” According to the respondent, this triggered a violent response as some students locked the teacher up in the classroom and beat him up asserting that “today, we shall discipline you in our way.” The head-teacher intervened, but pleaded in vain for the teacher to be spared; he eventually called in the Police to save the situation after which, the teacher left the school never to return (Settlement School, Yumbe). This case shows that sometimes the push and pull conflicts driving factors emanate from limited awareness or insensitivity on the actor’s part. Evidently, the teacher’s insensitivity to the cultural and ethnic tensions between the Nuer, Dinka and other tribes resulted into this violent conflict. It is also arguable that probably, the teacher’s lack of preparation for teaching, poor professional conduct, poor classroom control and lack of emotional intelligence during lesson delivery triggered the conflict.

This is clearly an example of how a latent inter-ethnic conflict triggered by a careless utterance or an insensitive use of language in a teaching-learning situation results into violence, leading to loss of employment and income for the teacher on the one hand while on another, disrupting learning. This inadvertently, also causes the school to lose financially in replacing the teacher.

**The School Infrastructure and Environment:** Findings suggest that infrastructure and environment become push and pull factors with the potentials to trigger violent conflicts because of the effects they have on the quality of students’ experience of learning or being in school. One of the settlement schools has attempted to provide a supportive learning environment by installing the necessary facilities (infrastructure) with separate wash facilities for males and females. However, there are fewer stances in the male washrooms, which sometimes causes wait and delays. Apart from that, the school Laboratory is said to be under equipped and small for the student population. Apparently, it was designed for “only 60-students.” Moreover, the school library is now serving other purposes, “being used as a staffroom and [stocked with story books] mostly. Although the playground can accommodate all students, part of it is not well levelled. Additionally, the school suffers “water shortage, which affects cooking.” Since the school lacks a dining hall, students are forced to eat from the compound sometimes while standing (Settlement Secondary School, Arua). Comparatively, the learners from one of the town schools described the quality of their school facilities and how they affect their learning as below:

Classrooms are hot and uncomfortable for lessons and studies. The furniture is mostly short for the heights of the students, making us uncomfortable. The bathing shelters are mismanaged by some exposing us to urinary tract infections (UTIs). The dormitory roofs leak and disturb our sleep whenever it rains. The playing fields are not planted with grass and when one trips and falls during games, they get injured. The borehole produces brown water. Toilets are cleaned
by Support Staff during weekdays and by students during weekends, but hygiene is still a problem. The cooks have dirty clothes. Library has good books, but are only accessed during day because the Librarian is absent during night preps (Students’ FGD: Mixed Urban Secondary School, Arua).

Additionally, the study finds that the school facilities are mostly in dire need of rehabilitation or maintenance:

Classroom windows are broken when it rains the water enters the classes. The library has limited number of ‘A’ level text books when the teachers borrow them students miss out. Electricity is irregular and solar lights are dim. Rain goes through the broken dormitory windows. No disability friendly facilities, yet there is a wheelchair bound student in school. No pit latrines or toilets on the school compound because those they had are full and they are not drainable. Currently, as pit latrines are only in the dormitories students find it far to go during class hours. No play grounds. Sometimes share the grounds of the nearby primary school and sometimes causes problems. Only one water source (borehole), during the dry season the water takes long to flow and sometimes no water. Sometimes even the tap dries out (Students’ FGD: Urban Mixed Boarding Secondary School, Yumbe).

Both the above statements summarize the students’ analysis of their environment and infrastructure as well as how they impact on learning. For instance, the issue with students’ access to the Library during night are potential conflicts push, pull or driving factors. It is obvious that students are likely to read reference books better when they not attending lessons. The lack of disability friendly structures shows that the school is ill-prepared to accommodate special needs learners. This is already a point of conflict because it means the disabled student mentioned in this statement might feel excluded from some activities and areas in the school. It is even difficult to imagine how that student uses the washrooms and other facilities considering the conditions in the school. The broken windows on the other hand expose students to the weather elements and make them uncomfortable in school. The irregular electricity supply or dim solar lights limits their preparations for learning in their free time. All the above are factors that affect the quality of the learning environment and are potential violent conflict causes, drivers and triggers (push and pull factors). Additionally, the limited access to clean and safe water further complicates the environment and affects learning since, “children struggle to look for the water during class time.”

**School Feeding:** This is another push and pull factor for involvement in violent conflicts. On the systemic level, the lack of food marks school feeding as driving conflict in the sector. The learners elaborated that hunger affects them physically, psychologically and emotionally and, inadvertently deters them from the primary focus of why they come to school – to learn. They specified that “staying for long hours at school without food” is a major problem for them. So, to control the pangs of hunger they often “drink water,” although it does nothing to stop them from feeling hungry. At such times, “we feel annoyed and do not even like to have a teacher in class or
Since, hunger or the lack of food could potentially force learners out of school, it can transmute the conflict from the school level into the households/communities and the wider education sector. The learners stated that, “no we are not fed at school. It is only the P.7 candidates that come with their own food, which is then prepared for them at school.” One of the reasons, for this is that they come very early in the morning and leave very late in the evening, arguably, “to encourage serious reading so that the candidates can get better grades. The school does not have enough money to provide food for the pupils. There is also no access to clean and safe water in the school. The learners walk a distance to get water” (Community School, Yumbe). While in Moyo, respondents explained that, “during lunch, children go for mangoes or they play around the compound.” This draws into perspective; the school feeding as a potential push and pull factor for driving violent conflicts in education. It also raises questions about the extent to which the school feeding policy has been adopted by schools to ensure that the nutritional needs and well-being of the learners are provided for.

**Attendance:** Although the learners are interested in learning and staying in school, sometimes there are cases of irregular attendance because of pressures from home or the natural elements (environment). The pressures from home arise when “parents ask us to stay home.” Moreover, “sometimes rain stops us from coming to school since coming to school takes 30 minutes of running.” In this regards, household demands, weather conditions and distance all converge to affect the quality of the learners’ school attendance. In turn, they become conflict drivers because they hinder the learners’ access to education.

**Ethnicity and Tribal Tensions:** This is sometimes linked to verbal abuse and ethnic stereotypes such as the stigmatization of Kuku by pupils and Aringa by teachers whenever there is a problem. This shows the level of intolerance among the different ethnic groups and that are they failing to live together. Additionally, teachers are also cited in the fuelling intolerance by fostering stereotypes among learners.

**Access to School Facilities and Resources:** This is a factor pushing-pulling school-learners type of conflicts. Another sticking point that emerged from the field is the issue of the classroom block constructed by one of the Development Partners. Since the facility cannot be shared by all pupils and teachers except those participating in the ALP the block is becoming a conflict driver in the school. This an indication of conflict insensitive programming for educational interventions.

**Corporal Punishment:** For their part, primary school pupils identified corporal punishment among the push-pull factors driving conflicts in the school context, saying “you stop fighting if you don’t stop, the teacher beats you with sticks. You are beaten for fighting, jumping over the desk, stepping on the chairs or for stealing your friends’ food. When you come late the head teacher stands at the gate and beats your legs with the stick and your thighs” (Pupils FGD: Urban Primary School, Arua). In Moyo, some pupils stressed that “punishments include beating, slashing the compound, washing the toilets.” Evidently, the learners are afflicted by such treatment which is why they have identified them among those things that make them unhappy with their school.
**Teacher-Learner Ratio:** This is yet another conflict push-pull factor. The study finds that there are fewer teachers compared to the number of learners. Hence, they are overwhelmed by the numbers. The low teacher-pupil ratio clearly affects their capacity to teach at the right level as well as build a relationship with learners or be available to support them whenever they require it. Sometimes, the relationship between teachers and learners get tense. Learners usually have meetings where they discuss teachers’ performance. Once, students mentioned the weaknesses of a certain female teacher, she got angry and vowed not to teach these students ever again. However, there is no specific channel through which students can communicate their ideas or comments. For instance, “a student reminded a teacher that communal work was for the following day, the teacher got angry and disliked the student.” Teachers tend to openly punish students who remind them about coming to class because they think that it is above the learners’ responsibility.

**Resources disparities and resentment by nationals:** Support tailored to POCs has led to resentment by the nationals especially where it does not benefit them in private/community schools. Disparity in remuneration between government and partner supported/paid teachers. Limited access to secondary education in the settlement which limit only 1 secondary school in a sub county.

### 4.3 The Extent of Impact and Roles of Stakeholders in Preventing Conflicts

The impact of the different types of conflicts are multidimensional and identifiable at different levels of society. The categories of stakeholders directly and indirectly impacted vary, depending on circumstances or contexts. The most affected groups of stakeholders (see Table 3) are also the most likely to take an active role in assisting the prevention of conflicts in the region:

**Table 3: Categories of Stakeholders Impacted by Identified Conflicts**

<table>
<thead>
<tr>
<th>Upstream</th>
<th>Middlestream</th>
<th>Downstream</th>
</tr>
</thead>
<tbody>
<tr>
<td>- MOES Officials/Personnel</td>
<td>- LG Officials</td>
<td>- Head Teachers</td>
</tr>
<tr>
<td>- OPM Personnel</td>
<td>- DEOs</td>
<td>- Teachers</td>
</tr>
<tr>
<td>- NCDC Personnel</td>
<td>- DISs</td>
<td>- Schools</td>
</tr>
<tr>
<td>- TIET Personnel</td>
<td>- AEOs</td>
<td>- PTAs</td>
</tr>
<tr>
<td>- DES Personnel</td>
<td>- Other District Officials</td>
<td>- SMCs</td>
</tr>
<tr>
<td>- University</td>
<td>- Camp Commandants</td>
<td>- Learners</td>
</tr>
<tr>
<td>- Teacher Training Colleges</td>
<td>- Centre Coordinating</td>
<td>- Sub-county Officials</td>
</tr>
<tr>
<td>- Development partners (INGOs)</td>
<td>- Tutors (CCTs)</td>
<td>- Other Local</td>
</tr>
<tr>
<td>- All policy makers</td>
<td>- Teacher Training Colleges (TTCs),</td>
<td>- Officials/Leaders</td>
</tr>
<tr>
<td></td>
<td>- All policy implementers</td>
<td>- Host community members</td>
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<tr>
<td></td>
<td></td>
<td>- Refugee community members, (including leaders)</td>
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<tr>
<td></td>
<td></td>
<td>- Community/Cultural leaders</td>
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<tr>
<td></td>
<td></td>
<td>- Religious leaders</td>
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<tr>
<td></td>
<td></td>
<td>- Law enforcers (Child Protection Officers)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Implementing partners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- All policy implementers</td>
</tr>
</tbody>
</table>
Upstream Stakeholders: National Level

The study finds that there was some degree of participation during policy formulation and analysis. However, there were discrepancies in disseminated and implementation due the lack of an effective strategy. The most crosscutting example was the recently concluded Education Sector Strategic Plan 2017/2020. Two respondents from both Makerere and Kyambogo Education Departments maintained that while they participated in the policy formulation, they never had access to the final product. Similarly, in the field, head teachers claimed not to have seen the document. The response from the policy making level, was that the policy was easily accessible online. However, the online dissemination strategy is ineffective especially due to the various challenges around internet access, availability and skills. Thus, it is quite apparent that the upstream stakeholders are more directly impacted due to the ineffective strategy, which adversely affected both dissemination and implementation.

Another point of reference is the issue of conflict insensitive curricular across all levels of education. This is a system-wide challenge impacting all education stakeholders. There seem to be a disparity between curricular design and implementation. For instance, even though the schools curricular are competence-based with a focus on skills development, what is currently implemented does not foster transferable skills and lifelong learning due to the endemic practice of promoting examinable subject and examinations driven teaching. Consequently, the vocational skills-based curricular seem to be running parallel to the mainstream education paths. Thus, only those who fail to continue in the mainstream compulsory education appear to join the vocational sector. The systemic impact is that, learners fail in skills acquisition and the society does not receive the relevant graduates from the education system since they emerge from without the practical, problem-solving or life skills that would make them self-reliant and resilient.

Relatedly, inadequate resourcing within the education sector adversely affects policy formulation, implementation and delivery of education. The inclusive education policy on (special needs) is an example. Although the curriculum might provide for this, the inadequate funding for the training of specialised teachers, provision of scholastic materials or infrastructure to support learners with special needs affects effective implementation. Additionally, the thematic curriculum for lower primary is also being rejected by the community and teachers. Respondents argue that in the refugee context, the thematic curriculum is problematic to implement due different cultures and languages in the schools.

Despite the government policy on alternative punishments and VACiS, some schools continue to practice corporal punishments. Learners from one of the schools visited in the field, explained how VACiS related conflicts affect them. They are beaten and sometimes given hard laborious tasks such as slashing. All these examples of punishment suggest the school’s lack of focus on conflict sensitivity. Closely related to VAC, teenage pregnancies, forced/early marriages, school dropouts, low retention, absenteeism, poor grades, teachers’ incompetencies and professional misconduct all have ripple effects across the education system since they directly touch the different educational governance structures and legislations. In the field it emerged that cases of teenage pregnancies, early/forced marriages and GBV are common, but most times they are
cloaked within culture and tradition.

As a result, they do not receive the deserved attention, but victims always lose opportunities for staying and or completing school. Yet, outside of a cultural lens those cultural practices and norms that perpetuate teenage pregnancies, forced/early marriages, could be treated with the same level of legal attention GBV ordinarily receives. This is because, taken at a deeper level of scrutiny, forced/early marriages are a form of structured violence against women and especially young girls. Equally so are teenage pregnancies because the affected girls are denied a chance to be girls, enjoy their childhood and strive for a better future through education like their peers from other cultures.

**Role of Upstream Stakeholders in Conflict Prevention:** Upstream stakeholders enact policies, ensure effective implementation and maintain an oversight in dissemination, monitoring and supervision. If they are not effectively overseeing this process, then in one way or another they contribute to policy ineffectiveness, hence conflict within the system. Since, the upstream stakeholders are not frontline personnel, they are often indirectly impacted by these conflicts. However, due to their positionality and roles in government at the policy making level, they would be crucial actors in assisting conflict prevention as well as anti-GBV campaigns by creating a zero-tolerance environment through policy advocacy, focused consultation, implementation and monitoring processes. Such efforts would benefit both refugees in settlements and host communities.

**Middlestream Stakeholders: Local Government Level**

The mid-stream stakeholders hold an intercalary position in the system because they are at the inter-face of policy making and implementation. They face with practical challenges of the on the ground in their efforts to ensure effective implementation of policies. Findings indicate that while policies are available, there are inadequate resources for implementing them, which leads to poor monitoring and supervision. Additionally, there are few qualified personnel to over the process. Being in the middle, they are meant to identify, backstop, benchmark and or refer issues. The challenge of their position is that they receive pressure from both the top and the bottom. From the top, they are expected to deliver, monitor and supervise regardless of resource availability. At the bottom, beneficiaries expect quality services according to the policies guidelines. In the field, it emerged that monitoring and supervisions remains a problem due to the inadequate resources. Concretely, in one district reference was made to a scramble over limited resources. Secondly, most respondents argued that several national, legal and policy documents as earlier mentioned, remain in the district offices due to inadequate resources to aid dissemination, monitoring and supervision.

**Role of Middle-stream Stakeholders Conflict Prevention:** Being immediate supervisors, their role is to proactively identify causes and be in position to mitigate conflicts. Concretely, they manage conflicts that arise at the school and community levels. They are supposed to ensure that the system is functioning smoothly by providing an enabling environment. With sufficient facilitation, midstream stakeholders would reliably ensure effective implementation, monitoring and supervision, which would lead to conflict prevention and mitigation in the education
system. This would result into effective delivery of education services and informed downward and upward accountability.

**Downstream Stakeholders: End User Level**

These are the final policy and education beneficiaries who often greatly impacted by all conflicts in education. Any conflict, whether from the school, community, district or the policy level affects them. For instance, when the teachers are well remunerated, they get frustrated, absent themselves from teaching. This in turn affects the learners are affected because they are not learning while the parents are aggrieved that they not getting value for money out of the system. In this instance, the disenfranchised learners become a source of conflict to themselves, the community and the wider society. Field findings suggest that those who dropout of compulsory education be it at primary, secondary or even tertiary levels struggle, to make a living or fit in society. This has been a common phenomenon among both hosts and refugee communities. In one of the FGDs, the secondary school students explained their anxieties of what they might become if the education they are getting does not lead them to achieve their life goals, become knowledgeable or build a self-reliant future, they fear that they might become a problem in society, as earlier cited in a case from Arua.

At the community level, educational infrastructures, facilities and resources, remain inadequate despite the sustained investments by government and development partners. Additionally, the number of qualified personnel to deliver quality education in conflict contexts continues to be a challenge since the teacher education system does not ordinarily prepare them to deliver in emergencies. Thus, findings from the field, highlight that conflicts in education grossly interfere with integration and social cohesion and inadvertently reduces the abilities of affected stakeholders to co-exist. For instance, the tensions between the Dinka and other ethnics groups in the settlements seem not to be reducing. In the schools, learners from these ethnic groups do not feel comfortable to share their spaces, mix or learn together. In Arua, Moyo and Yumbe, the study found that even a football match involving these ethnicities end in violence and chaos that spreads beyond the school boundaries to the community –sometimes people are injured. For the refugees especially, the conflicts have deterred and impeded any forms of integration or peaceful coexistence among the various tribes, namely: Dinka, Nuer, Kuku, Kakwa etc.

Furthermore, the development and implementing partners often programme and execute their activities separately, but target the same beneficiaries. This leads to duplication of services and activities, potential disharmony, the spirit competition and tension in the sector. All these culminate in ineffective use of resources, coordination in implementation and less impactful service delivery in the sector. In this respect, respondents argued that the access and distribution of resources are increasing tension between host and refugee communities. For instance, parents tend to move children from their local schools to settlement schools in search of better education services. Other resources related conflicts between refugees and hosts include, access to water, firewood and health and sanitation services.

**Role of Downstream Stakeholders in Conflict Prevention**: Being at the bottom of the line, they can be initiators, actors, triggers and drivers all at the same time. They are at the interface
of the conflicts, they confront, mitigate, resolve and ensure that education delivers the expected four tenets mentioned previously. Therefore, they are crucial for identifying priority for areas for CSE intervention and promoting conflict prevention through integration, inclusion and the effective coordination of education programming.

### 4.4 Existing Capacity Gaps in Education System and Requisite Competencies

The study identified and mapped the capacity gaps both in terms of the education system and required competencies of critical personnel such as teachers, local government officers and others for conflict sensitive education programming, planning and management. Such gaps are crosscutting across all three districts and multidimensional in nature as seen in the network diagram below:

#### Gaps in the National Education System Level

The gaps at this level include:

- Ineffective policy dissemination strategy for proper implementation, monitoring and
supervision.
• Inadequate funding that hinders monitoring and supervision of policies, which in turn affects the effective implementation of the strategy.
• Being inexplicit/silent on CSE despite policy and legal framework contents that would favour conflict sensitivity in education.
• The CSE gaps in curriculum implementation across all levels of education.
• Coordination gaps in the system forcing different government departments to work in silos.
• Limited awareness of CSE at all levels.
• Lack of proper liaison between MOES, OPM and other government departments concerned with security and education creates bureaucracy and political interference with the implementation process. If there is jointly planning, then there would be smooth implementation, less bureaucracy and more effective and efficient use of educational resources in crisis contexts.

Elaborating on this aspect, one respondent explained that:

Political influence can hinder the education implementation of policies and create conflict. Education is just like a small component. For anything to do with refugees and any interactions with them, including education must authorized by the OPM. But even the OPM must be guided e.g. on education standards and other requirements. The OPM must to know who is entering the settlement and who is doing what because of its security obligations (KII respondent in Moyo).

Gaps at the Local Government Level

The gaps at this level include:

• The roll-out of systems to the final stakeholders by LG has been weak.
• Awareness gaps in CSE knowledge, programming, implementation, monitoring and supervision cause friction in the system.
• Inadequate resourcing in terms of finances, personnel and relevant materials for promoting CSE programming.
• Weak feedback, communication and accountability to both the upstream and downstream stakeholders on needs, challenges and areas of improvement. To emphasise this point.
• Limited capacity building of officials that would help sensitize others on CSE.
• Silence on continuous professional development of the teachers under LG supervision.
• Lack of mentorship approach, which affects efficient delivery of services and continuity in the system.

Explaining these gaps and their interrelated issues, one respondent explained that:

Efficient delivery in education depends on a competent workforce. However, there is no motivation for professional development since as a minimum requirement, a Grade Certificate in teaching is sufficient. E.g, to find someone with a PhD in
teacher education is still a great challenge. Even, an MA in teacher education is hardly available, yet the government is aiming at PhDs. So, the use of part-timers continues. There is no system of mentorship. People retire before mentoring or being mentored. (KII Respondent in Kampala).

**Gaps at Teacher Competencies Level**

The gaps at this level include:

- Inadequate number of teachers that affects teaching and learning processes.
- Limited awareness of CSE and lack of pedagogical skills and competencies to teach in conflict or fragile areas.
- Poor teaching and learning environments to promote CSE.
- Ignorance of stakeholders on existing policies and guidelines, which is attributed to poor dissemination of information and/or policies.
- Lack of CSE focus in teacher education/training curriculum.
- Centre Coordinating Tutors (CCTs) not effectively contributing to CSE planning and programming or linking schools with TTCs to improve teacher training.
- No provision for government aided further training preventing teachers from upgrading.
- Serious monitoring and support supervision end during teacher training.

In line with the teachers’ competencies and pedagogical gaps, a respondent asserted that:

TIET considers efficiency, effectiveness and relevance of teaching for refugees. For example, if a teacher who teaches a school in an Army barracks while teaching rebukes a pupil by reminding him of how his father who was soldier used killed people, how does such help the learner? (Upstream Respondent, Kampala).

**Gaps at Community/Structures Level**

The gaps at this level include:

- Weak coordination and rollout of initiatives in community or through its structures, e.g. hospitals, schools, cultural and religious institutions, security offices, civil society.
- Lack of awareness of CSE.
- Policies and services not effectively reaching the point of need even though in every catchment area there are institutions, amenities or installations that should be accessed by all.
- Both formal and non-formal educational needs of communities are not fully reflected in policies and interventions being introduced.
- Ignorance of stakeholders on existing policies and guidelines. This could be attributed to poor dissemination of information and/or policies.
- Poor community networking and social environment to promote CSE.
- Limited capacity of community structures, including leaders to contribute to CSE and awareness raising.
• Ineffective follow up of the educative roles of parents/families/households to support the learner.

**Gaps at Households: Parents - Learners Level**

The gaps at this level include:

• Limited awareness of CSE among parents and learners.
• Limited capacity of households to participate in sensitization on CSE.
• Poor household and community network environments reducing opportunities for actively engaging in promoting CSE.
• Ignorance of households about on existing policies and guidelines partly due to poor dissemination of information.
• Increasing conflict insensitivity.
• Inability to identify and analyse the dynamics or contours of conflicts and managing conflicts.
• Ineffective collaboration teacher-parent and parent-school collaborations.
• Limited involvement of the learner in activities that contribute to CSE.

In elaborating this point, some respondents argued that, the gaps at the household levels result from conflict insensitivity especially since, “parents often transfer their roles to teachers” in the process they neglect the educative role of the parent. Moreover, “refugees parents listen more to the elders and religious leader,” this widens the gap between schools and parents.

**4.5 Synergies and Opportunities for Mainstreaming Conflict Resolution and CSE Programmes**

The network diagram below, maps the different ways through which conflict resolution and CSE could be mainstreamed in schools and fragile communities, as stated by the key informants and upstream respondents:
Figure 4: Opportunities for mainstreaming conflict resolution and CSE programmes

Include CSE in the Curriculum

There is scope for clearly spelling out CSE concepts in the different curricular from lower primary to upper levels of education, as one respondent stated: “Curriculum reviews for primary schools should be done to incorporate CSE as a cross cutting issue.” Furthermore, the different syllabi can include more explicit components of CSE that teachers can adopt as examples in their classroom practice. This was emphasised by several respondents, specifically the idea that, “CSE should be included in the syllabus and taught to learners.”

Stakeholders Sensitization

It emerged from the field that community stakeholders such as parents, teachers, cultural and local lack awareness and understanding of the value of CSE and conflict sensitivity generally. According to one respondent:

Refugees need to be initiated and oriented through the different life aspects of the host communities, including legal and cultural awareness. The host communities also need proper sensitization especially on how to handle pressure or to receive the refugees. The integration practice is currently one-way. For instance, if a local leader is biased towards refugees, he or she passes that hatred to the host communities (Key Informant-Development Partner).
Proper Dissemination of Information

Additionally, there are opportunities for making CSE information readily available for both host and refugee communities as one of the Key Informants specified: “Some of the key documents are not distributed to the various stakeholders and therefore access to information is difficult.” More opportunities emerge from the Information Education and Communication (IEC) materials, radio talk shows, newsletters and any other form as one of the key informants stated: “We need to unpack what is given in training materials for quick reference. We need to come up with a document that will help various stakeholders to initiate the change.”

Guidelines and Policies

The documentation of CSE guidelines and policies would also open more routes for mainstreaming as affirmed by one of the respondents who explained that: “UNESCO should come up with guidelines and see how to involve the Ministry of Education and Sports in designing the policies on CSE.” Such routes would include dissemination of these guidelines and policies need to various stakeholders, including the local/cultural leaders and head teachers. Respondents argued that a bottom-up approach or multi-stakeholder involvement in policy designs is more effective for increasing ownership of the process and appreciation of the content right from the document development phase.

Capacity Building of Stakeholders

The re-tooling of all concerned stakeholders, including head teachers, local/cultural leaders and teachers for CSE readiness is considered another opportunity. Moreover, a system of mentorship on CSE issues could yield promising results in fragile context. Among the listed stakeholders local/cultural leaders are crucial in the community as they have the mandate for managing conflicts. This is confirmed by the next assertion, “refugees listen more to the elders and religious leaders yet most of these are not trained in conflict sensitivity.” In the school context, teachers are pivotal as they are responsible for ensuring that the teaching and learning approaches used are conflict sensitive. Moreover, the re-fresher trainings for teachers by MOES would widen this opportunity as stated here, “we have developed relevant materials and trained teachers on peace education and violence against children. We have an affirmative action on our teachers to promote peace and gender” (Key Informant-MoES).

Participatory Process

Designing a participatory CSE promotion process would potentially increase opportunities for upstream, midstream and downstream stakeholders’ engagement. Such a process would include, parents – at home and teachers – at school. This would further create scope for participatory and consultative policy development processes to ensure an effective implementation, monitoring and evaluation strategy as emphasised by one of the respondents, “the Education Sector Strategic Plan 2021-2025 is in offing. This is an opportunity for us all to engage. All public materials should have publication policies” (Consultative Meeting, Arua). Other respondents’ perspectives were that:
There should be agreement at both the national and district levels through an active and informed participatory process... It is surprising to note that the Education Sector Strategic Plan 2017-2020 is also not known by the implementers (KII-Development Partner).

**Creation of Peace Clubs in Schools**

General club activities or especially peace clubs in schools were identified among the avenues for strengthen CSE mainstreaming at all levels of education. This is arguably because clubs can easily pass messages through songs, drama, and games and sports. Some respondents explained, currently, most existing peace clubs only emphasise learning through drama. Similar initiatives can also be employed through to various community gatherings to cater for young people out of school to strengthen their value systems and engagement in CSE.

**Integration of Programmes**

Finally, respondents identified opportunities for mainstreaming CSE through crosscutting and multi-disciplinary approaches in the teaching-learning processes or education system. These approaches would incorporate some of the existing or new interventions into the communities or schools. Examples of the said initiatives include: Income Generating Activities (IGAs), Village Savings and Loans Associations (VSLAs) and projects managed by women groups. Respondents argue that this offers opportunity because “wherever, one goes, one should be a peace maker.”

### 4.6 Entry Point/Roadmap for Mainstreaming Peace Building into CSE

In order to effectively mainstream peace building into conflict sensitive programme planning, education and management, the various respondents suggested the following possible entry points:

- Building capacity of teachers to enable them adopt and apply CSE approaches manage conflicts.
- Training of pre-service teachers on CSE to fully prepare them for practice post-teacher training.
- Sensitisation of parents and local leaders to enable them to be conflict sensitive right from their homes.
- Adopting games and sports to promote CSE among students and teachers. This could also be done in the communities for young people not enrolled in schools.
- Using school assemblies, debates and other clubs such as peace clubs to strengthen the students’ value systems and equip them with the necessary knowledge and skills to promote CSE.

The study highlights the following best practices and tools for making conflict analysis an on-going process within reasonable frequency in line with specific organisational needs and requirements (see Annex 2: Conflict Analysis Best Practices Matrix):

» Promoting CSE through Values Systems

Considering that culture, cultural norms and practices as well as ethnicity and intolerance were identified among the conflict drivers, this activity is being proposed because of the richness that cultures bring into education and learning. The use of value-based systems would enable educators to integrate intercultural learning in education and classroom practice to enable learners draw relevant examples of conflict resolution mechanisms e.g rituals, proverbs, traditional songs and dances, riddles, and story-telling to enrich their consciousness about conflict and its adverse effects on. In terms of values, such an approach would ensure that learners are reoriented to appreciate and recognise their diversities as a positive tool for conflict analysis and learning the four pillars of education, especially with a focus on -learning to live together.

» Games and Sports

In recognition that games and sports have been identified as drivers of conflicts in the study districts, it is plausible to argue that they can become the effective tools for analysing and solving conflicts. This is because, games and sports are first of all neutral and in essence, provide opportunities for learning about conflicts. It helps learners to accept and manage defeat and celebrate victory - even the victory of their opponents. This would avail stakeholders the opportunities to analyse and learn about each other.

» Use Literary Techniques in the Teaching - Learning Context

It is anticipated that the approaches such as role play, scenarios, simulations and relevant theatrical techniques in the teaching-learning process would be effective tools for raising raise consciousness about the nature and dynamics of conflicts and how to skilfully, identify and analyse the push-pull factors that drive them. These are useful adult and community learning techniques that would enable learners to contribute and participate effectively in the generating knowledge about conflicts and its effects. In the field, audios and the roles facilitated the process of data collection during the validation workshop and actively engaged respondents in spontaneous conflict analysis exercises.

» Edutainment Activities at School Assemblies

Most school assemblies these days use, edutainment to actively engage learners in leading the process of communication and information sharing in the school. Hence, edutainment uses entertainment and fun activities to inform the school community about what is happening in their environment. In this regard, it would be an effective tool for reminding learners, teachers and other stakeholders about the nature of conflicts and how they prevent the delivery of
Strengthening the Capacity of the Teaching Workforce in Primary and Secondary Schools

This activity can enable learners to understand conflict can destruct them from achieving their intended objectives and stop them from becoming resilient and self-reliant.

**Use Media, Audios and Visual Arts**

Since the use of information and communication technology (ICT) and other media and artistic resources is on the rise across all levels of education, adopting models that allow stakeholders to harness their agencies and actively engage in promoting conflict analysis through media, audios and visuals routes is encouraged. For instance, at the school level, learners can engage writing weekly news updates, contribute regular up-report update, adopt the weekly prefect update on conflicts and school administration to collaborate with the student body to produce monthly bulletins analysing conflicts in the school and its immediate community. Using pictorial story telling as mechanism for analysing and informing about conflicts would also be useful. Learners could develop comic and graphical cartoons presentation skills to enable them participate in conflict analysis by seeing the lighter side of things.

**Conflict Analysis Best Practices Matrix**

This conflict analysis best practices matrix is proposed as a basic quick reference tool for all education stakeholders to aid reflection and analysis of the nature and dynamics of conflicts. It will enable stakeholders identify key conflict factors and reduce the risk of losing track of important but often less visible contributors to conflicts or their resolution process. Hence, this tool can be frequently used by stakeholders to facilitate further conflict mapping/analysis.
5.1 Conclusion

In terms of objectives, this study set out to: assess, identify and examined the underlying causes, triggers and drivers of conflict in fragile or emergencies areas with the aim of strengthening policies and systems; supporting the provision of and access to quality CSE for all learners at different levels of education, enhancing the capacity of all frontline and policy level stakeholders and relevant local authorities; and improving the roles and abilities of educators working in conflict contexts to provide targeted CSE and psycho-social support to learners and peers. In this line, the objectives have been met as follows:

The General Context, Nature and Dynamics of Conflicts: The study concludes that the West Nile region experiences high refugee numbers and the general concern by locals about the continued influx and stay. Most refugees reside in designated settlements although some few who have independent resources are found in urban and peri-urban centres. Those that are found in the settlements, are often vulnerable women, children/ unaccompanied minors and young adults with dire livelihood needs. The nurture and dynamics of the conflicts identified remain complex multidimensional and crosscutting in all three study districts. One of the reasons for this complexity arise from refugee presence, their interactions, interdependencies and sometimes tensions with the hosts communities.

Existing Key Drivers, Push and Pull Conflict Factors: Drawing from the analysis matrix and the study concludes that, the key conflict drivers, and the push and pull factors for involvement in violent conflict among refugees and host communities within the settlements in the west Nile region are intricate, complex, interrelated, and impact both hosts and refugees and their institutions. As such, the analysis of such conflicts demands a multidimensional, interdisciplinary and system-wide outlook in order to effectively identify the causes, nature and dynamics of the conflicts.

The Extent of Impact and Roles of Stakeholders in Preventing Conflicts: In conclusion, the impact of the different types of conflicts are multidimensional and identifiable across different levels of society; right from the national/policy making stage, midstream and with the end users. Thus, the categories of stakeholders directly and indirectly impacted by the various typologies of conflicts vary, based on their circumstances or contexts. The study concludes that the most affected groups of stakeholders are often the most likely to actively participate in supporting the conflicts prevention, mitigation and resolution in the region.

Existing Capacity Gaps in Education System and Requisite Competencies: The study identified capacity gaps of both the education system and required competencies of key personnel such as teachers, local government officers and others for conflict sensitive education programming, planning and management. In conclusion, the gaps, which include teacher competencies, capacity building needs, policy dissemination among others, are reflected across all three districts in different shapes and forms and their impacts are equally varied.
**Synergies and Opportunities for Mainstreaming Conflict Resolution and CSE Programmes:** The study concludes from network diagram mapping and related the key informants and upstream respondents’ perspectives that there are different possible ways through which conflict resolution and CSE could be mainstreamed in schools and fragile communities. The various approaches already identified as part of the synergies and opportunities are central for directly involving all education stakeholders, including learners and teachers in identifying and implementing best practices or positive changes processes.

**Entry Point/Roadmap for Mainstreaming Peace Building into CSE:** The study concludes that for purposes of effectively mainstreaming peace building into conflict sensitive programming, planning, education and management, the various entry points and roadmaps identified in the field be considered as potential entry points.

**Best Practices and Tools for Making Conflict Analysis and On-Going Process:** Based on the findings, the study concludes that the specific examples of best practices and tools identified for making conflict analysis an on-going and regular process within specific organisations and institutions offer acceptable and validated alternatives for CSE mainstreaming. Through regular conflict analysis, all stakeholders would become agents of change and CSE mainstreaming.

### 5.2 Recommendations

Drawing on the study objectives, the identified gaps, opportunities, entries points for CSE mainstreaming as well as the conclusions above, the study recommends the following:

- There is need for strengthening policies and systems in conflict affected areas to facilitate CSE within Uganda’s general education sector.
- The capacity of national and district level government personnel be enhanced to improve advocacy, delivery of quality services, provision of relevant CSE, which addresses the needs of Ugandan learners and assists to improve their ability to overcome related traumas and well-being.
- Access to CSE and improved well-being for learners affected by the conflicts in Uganda should be enhanced across all levels of the education sector and society.
- Increase opportunities for addressing all identified conflict driving push and pull factors in the general education sector as well as those found at the district and local levels.
- Streamline a strategy for increasing the roles of the different stakeholders in conflict analysis, prevention, mitigation and resolution across all sectors and levels. There is also scope for aligning their roles with different skills development initiatives aimed at promoting CSE.
- Identify potential sources of alternative funds and other resources for interventions and improving the level and quality of policy formulation, implementation, dissemination, monitoring, supervision and evaluation in all three districts. Extra funding would also improve the quality of teacher motivation, professional development, infrastructure and other related resourcing gaps identified in the study.
- In collaboration with other partners and government departments, take up the opportunities for skilling/training education stakeholders for CSE mainstreaming in all three districts.
• Provide tailored training and CPDs as well as support supervision for in-service teachers to improve their CSE awareness and equip them with effective and validated concepts and pedagogies for integrating conflict analysis in their classroom practices.

• Support continuous interactions between refugees and host communities to increase awareness of conflict analysis and assist them to understand different manifestations of conflicts and how to address them. This would strengthen the process of integration and promote social cohesion.

• Develop strategies for working through existing community structures including, schools, faith institutions, hospitals, the local councilors, sub-county offices and cultural institutions to support the process of mainstreaming CSE at the grassroots levels.

• Adopt existing best practices, as opportunities and entry points for promoting CSE in schools and communities in the three districts as well as country wide.

• Collaborate with or contribute in curriculum review processes as well as education sector strategic planning to explore avenues for advocating for the mainstreaming of CSE across all levels of education, including pre-service teacher education.
Chapter 5: References


Fairclough, Norman, Giuseppina Cortese and Patrizia Ardizzone, Discourse and Contemporary Social Change, Peter Lang, Oxford.


Galtung J.(1964). A Structural Theory of Aggression, Oslo, Peace Research Institute [Research


King E. (2005) Educating for Conflict or Peace: Challenges and Dilemmas in Post-Conflict Rwanda [First Published December 1, 2005 Research Article], [https://doi.org/10.1177/002070200506000402]


Department for International Development. The EPPI-Centre reference number for this report is 2203.


# ANNEX 1: MATRIX OF CONFLICT SENSITIVITY QUALITIES OF LITERATURE REVIEWED

## Table 4: Related Policies Guidelines and Development Programmes

<table>
<thead>
<tr>
<th>Documents Reviewed</th>
<th>Conflict Sensitivity Focus</th>
<th>Explicit/ Implicit</th>
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<tbody>
<tr>
<td>1. Theory of Change</td>
<td>Responds to the educational needs described in the situational analysis. Aligned to Uganda’s Comprehensive Refugee Response Framework, with strategic inputs and activities, intended to lead to outcomes that contribute to improved learning outcomes for refugees and hosts. Addresses multiple needs in response to education.</td>
<td>Implicit</td>
</tr>
<tr>
<td>2. Uganda Refugee Education Response Plan, 2018</td>
<td>Equitable access, quality, refugees, hosts, better teacher training</td>
<td>Implicit</td>
</tr>
<tr>
<td>3. National Policy on Violence Against Children in Schools (VACiS)</td>
<td>Elimination of VACiS, safe, secure, non-violent, inclusive learning environment, forms of VAC, underlying causes, guiding principles for ending VAC, etc</td>
<td>Explicit</td>
</tr>
<tr>
<td>4. Peace Building Education &amp; Advocacy Programme (PBEA) UNICEF</td>
<td>Awareness of CSE, Education for peacebuilding (E4PB), mainstreaming CS, E4PB, M&amp;E across, deepened understanding of district-level conflict dynamics, examined nexus of education and conflict, identified conflict drivers, actors, triggers, causes in 28 of the PBEA-focus districts, including West Nile. Advocate for CSE and E4PB approaches in education sector plans, building capacity of stakeholders apply such approaches</td>
<td>Explicit</td>
</tr>
<tr>
<td>5. Early Childhood Education and Peacebuilding in Areas of Ongoing Conflict and in Refugee Settlements in Western Uganda, December 2014</td>
<td>Equitably deliver CSE as a peace dividend in post-conflict areas, education provision in conflict affected areas increases state legitimacy, ensure schools are CS to empower teachers and administrators to dialogue and productively resolve emerging issues. Train ECD caregivers and managers in conflict sensitive service delivery, etc</td>
<td>Explicit</td>
</tr>
<tr>
<td>7. Guidelines for Gender Mainstreaming in Education</td>
<td>Identifies the socially and culturally constructed roles, responsibilities, relations and entitlements of men and Women. Recommends gender mainstreaming throughout the planning and learning process, formulation and implementation of strategies to address needs, interests and constraints facing men and women, boys and girls.</td>
<td>Implicit</td>
</tr>
<tr>
<td>8. Djibouti Declaration On Refugee Education By Member States.</td>
<td>No mention CSE for refugees, but committed to sustained and increased local-global support for infrastructure and skills development in refugee hosting regions, and integration of refugees and returnees’ education into national education sector plans by 2020-2022.</td>
<td>Implicit</td>
</tr>
<tr>
<td>9. Guidelines on school feeding and nutrition intervention programme in UPE and UPPET school systems (2013)</td>
<td>Mainly aims to improve quality of life and cognitive performance in class among school going children. Specifically focuses on: school enrolment, attendance and reducing short-term hunger; in-class concentration, cognition and other performance; nutritional and health status of school going children; community participation and commitment towards school activities; and economic/human capital development through numeracy and literacy. Not clear on how school feeding and nutrition interventions should be implemented in conflict contexts, within refugee settlements and host communities.</td>
<td>Implicit</td>
</tr>
<tr>
<td>Documents Reviewed</td>
<td>Conflict Sensitivity Focus</td>
<td>Explicit/Implicit</td>
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<tr>
<td>10. School Facilities Grant (SFG) for Primary Schools: Planning and Implementation Guidelines for District and Urban Councils (2007)</td>
<td>Focuses only on Primary schools and aims to: Increase downward accountability, promotes bottom-up planning, involves grassroots in decision-making at the inception of the budget cycle; enhances supervision and monitoring of education service delivery by Local Governments’ (LG) through increased local ownership and stewardship, and (iii) increases LG discretion in aligning central government transfers of funds with identified local needs and priorities. Why primary only? Only government aided primary schools are eligible, indirectly favours host community and settlement schools as long as they are government aided.</td>
<td>Implicit</td>
</tr>
<tr>
<td>11. Inclusive Education in Uganda, Examples of Best Practices, 2017.</td>
<td>Aligned with SDG 4 on inclusive and equitable quality education and lifelong learning opportunities for all. Reflects the current shift in debates/thinking on education from quantity to quality of education. Addresses concerns about access, engagement and quality of inclusive education (IE) examines the schooling experiences of children living with disabilities (CwDs). Maps the IE context and delivery in Uganda, right from ECD through to post-compulsory education (including public/private, formal/informal). Mainly identifies IE best practices in reference to the Rights of Persons with Disabilities1 and realisation of SDG4.</td>
<td>Implicit</td>
</tr>
<tr>
<td>12. Education Above All- Conflict Sensitive Education Policy (Preliminary Review, Doha, 2012)</td>
<td>Explains what conflict sensitivity means’, argues that conflict sensitivity should become a crosscutting programming theme, urges need to embrace conflict prevention than response and emphasis on conflict and not disaster risk prevention. It highlights the value of CSE policies and outlines the consequences of non-CSE education by explaining how education contributes to conflict as well as the ways in which conflict affects education. Focuses too, on education for peace building and suggests ways in which education policies can integrate conflict sensitivity (e.g. through political will, curriculum design, teacher training, equitable access across levels, robust emergency preparedness –no attack on education and mindfulness of national/context specific conflict issues).</td>
<td>Explicit</td>
</tr>
<tr>
<td>13. Discussion Paper For Peace Education In The Great Lakes Region (March, 2016).</td>
<td>Contends that peace in the Great Lakes region is dependent upon a transformation in society’s behaviour/mind-sets to value tolerance, non-violence, and dialogue as a mechanism for conflict resolution. Argues that peace education can foster attitudinal change and constructive social transformation. Valuable for GLR to integrate peace education in both formal and informal education systems. Long term goal should be on growing a generation of young people who become effective peace agents in the region.</td>
<td>Explicit</td>
</tr>
<tr>
<td>14. International Network for Education in Emergencies (INEE, Quick Reference Tool).</td>
<td>Minimum standards for designing education for fragile situations are: Foundation; Access and Learning Environment; Teaching- Learning; Teachers and other Educational Personnel; and Education Policy and Legal frameworks. At foundations level, education begins with CA, analyzes dynamics, stakeholders and the connection between conflict and education, involves several actors (education and non). A comprehensive assessment of education needs and resources for various levels/types of education to be provided in a conflict sensitive way. The aim is gather information regarding knowledge, attitudes and perceptions of both beneficiary and non-beneficiary populations the conflict and the education activity. The appropriate response strategies (what, who, where, when) should accurately reflect assessment findings, if they are to continually fit the conflict context.</td>
<td>Explicit</td>
</tr>
<tr>
<td>Documents Reviewed</td>
<td>Conflict Sensitivity Focus</td>
<td>Explicit/ Implicit</td>
</tr>
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<tr>
<td>15. UNHCR Education Strategy (2012-2016 Summary).</td>
<td>The transformative role of education cannot be over emphasized. The knowledge and skills it provides, strengthens the capacity of refugees to be agents of social transformation, and is essential to understanding and promoting gender equality and sustainable peaceful coexistence among refugees and host communities. The protection of individuals and societies cannot be separated from the transferrable skills, knowledge, and capacities that are developed through education (UNHCR, 2012). The focus of conflict sensitivity in education is to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’ (SDG 4).</td>
<td>Implicit</td>
</tr>
<tr>
<td>16. UNHCR Uganda Strategy for Refugee Education, 2013-2016</td>
<td>Notices the problem with growing refugee influx into Uganda and its implications for education policy and planning. Refers to the challenges of delivering education in refugee settlements (including issues with access, distance, numbers, teaching workforce, fewer schools, space, financing, etc). Acknowledges that formal education Uganda’s system mainstreams. Partnerships in education provision and how these are benefitting refugees in Kampala and the different settlements. Strategy is guided by 6 strategic objectives: more children learning better at primary level, schools protecting children and young people, more young people enrolling in secondary education, younger in higher education, education at any age, education embedded in emergency response.</td>
<td>Implicit</td>
</tr>
<tr>
<td>17. UNHCR’s Strategic Directions, 2017-2021</td>
<td>Analyses causes and effects of forced displacement, highlights the significance of protection in crisis times, outlines new and emerging opportunities, emphasizes putting first, the values of stronger and diversified partnerships, being a global strategy, it embraces the need to support sovereign states to address protection challenges and commits to working across the whole field of forced displacement. Especially examines the causes and impacts of conflict, from a conflict sensitive perspective. Addresses the issue of refugee inclusion in mainstream education as critical.</td>
<td>Implicit</td>
</tr>
<tr>
<td>18. Uganda Refugee Response Plan (2019/2020)</td>
<td>This initiative is in line with Uganda Government’s Refugee Response Plan 2019 -2020 aims at addressing the issues of refugees comprehensively through promotion of inclusive education for all. Uganda is convinced that mostly the teenage pregnancy, defilement, child neglect, corporal punishment, mistreatment and neglect of fostered children, SGBV, disempowerment of men, prominent among refugee communities, are basically due to lack inclusive, quality and conflict sensitive education accessible to all refugees (URRP, 2019-2020:57).</td>
<td>Explicit</td>
</tr>
</tbody>
</table>
| 19. Handbook on Teacher/ Instructor/Tutor Education and Training Policies, 2010 | Responds to global EFA goals and MDGs (2007-2015), recognises education as important transformational tool, need for competent teachers, equitable access in both rural-urban, draws on government white paper, 1992... | }
ANNEXE 2: DATA COLLECTION TOOLS

UNESCO’s CONFLICT ANALYSIS PROJECT

‘Strengthening the Capacity of the Teaching Workforce in Primary and Secondary Schools for Conflict Sensitive Education in Three Districts of Northern Uganda’

ARUA, MOYO & YUMBE

DIALOGUE/CONSULTATIVE MEETING GUIDE FOR KEY UPSTREAM/DISTRICT SECTOR STAKEHOLDERS

INTRODUCTION AND INFORMED CONSENT

My name is ______________________, and I am a researcher conducting a conflict analysis study on behalf of UNESCO, Uganda. You have been identified to participate in this DIALOGUE being a key stakeholder in Uganda’s education. The purpose of this research is to explore how to strengthen the capacity of the teaching workforce in Primary and Secondary Schools for Conflict Sensitive Education (CSE) in three West Nile, Districts of Northern Uganda, namely Arua, Moyo and Yumbe. Participation in the research is voluntary. The information you provide will be treated with utmost confidentiality, will not be shared with anyone other than my research team and UNESCO, Uganda, and will be used exclusively for research purposes. In addition, your identity will remain strictly anonymous. I, therefore, request you to feel free to participate in this discussion or withdraw from it. Your willingness to participate implies consent. However, we shall also accept verbal consent, by requiring you to answer this question. Do you agree to participate? YES / NO (delete as appropriate). Thank you in advance for your cooperation.

Date: _______________ Start time: ___________ End time: ___________

GENERAL INFORMATION

SECTION A: BIO-DATA

INSTITUTION

POSITION

AGE

GENDER

HIGHEST LEVEL OF FORMAL EDUCATION

SECTION B: Under understanding of conflict and peacebuilding

S/N QUESTION

1 As key personnel in the education sector, what are your views on conflict sensitive education (CSE)?

2 In what ways do you think CSE could be mainstreamed from national to district levels in the sector?

3 In reference to the Education Sector Strategic Plan (2017/2020) what in your view, would be the: a). The entry points, and b). Anticipated huddles/challenges in terms of mainstreaming CSE or peace-building in the current education system, and why?

4 What is your main recommendations for CSE?

THANK YOU

11 This guide is for dialogue with key MOES Departments/Sectors Officials e.g. DES, NCDC, TIET and Makerere and Kyambogo Universities, Teacher Training Departments if possible.
UNESCO’s CONFLICT ANALYSIS PROJECT

‘Strengthening the Capacity of the Teaching Workforce in Primary and Secondary Schools for Conflict Sensitive Education in Three Districts of Northern Uganda’

ARUA, MOYO & YUMBE

FOCUS GROUP GUIDE FOR PRIMARY AND SECONDARY SCHOOL TEACHERS

INTRODUCTION AND INFORMED CONSENT

My name is ______________________, and I am a researcher conducting a conflict analysis study on behalf of UNESCO Uganda. You have been identified to participate in this focus group discussion (FGD) being key stakeholders in primary and secondary school education. The purpose of this research is to explore how to strengthen the capacity of the teaching workforce in Primary and Secondary Schools for Conflict Sensitive Education (CSE) in three West Nile, Districts of Northern Uganda, namely Arua, Moyo and Yumbe. Participation in the research is voluntary. The information you provide will be treated with utmost confidentiality, will not be shared with anyone other than my research team and UNESCO-Uganda, and will be used exclusively for research purposes. In addition, your identity will remain strictly anonymous. I, therefore, request you to feel free to participate in this discussion or withdraw from it. Your willingness to participate implies consent. However, we shall also accept verbal consent, by requiring you to answer this question. Do you agree to participate? YES / NO (delete as appropriate). Thank you in advance for your cooperation.

Date: _______________      Start time: _____________           End time: ___________

GENERAL INFORMATION

SECTION A: BIO-DATA

<table>
<thead>
<tr>
<th>Number in Group</th>
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SCHOOL

<table>
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<tr>
<th>TYPE OF SCHOOL</th>
<th>GOVT</th>
<th>PRIVATE/ Community</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>MIXED</th>
<th>DAY</th>
<th>BOARDING</th>
</tr>
</thead>
</table>

GENDER Desegregation

Host /Settlement

DISTRICT

Consent (by show of hands)

SECTION B: Understanding of Conflict and Peace-building

Facilitator: Use the conflict analysis wheel or any suitable activity to maximize participation

1a. What is your understanding of conflict? Give some examples? Describe the nature of conflicts that you often experience in your school? Which groups of stakeholders are most affected by these conflicts? (For Facilitator: e.g. teachers, non-teaching staff, Learners, SMCs and parents) What methods do these stakeholders often use to resolve conflicts in your school?

2a. What do you think are the main causes of conflicts in your school?

b. What factors sustain these conflicts (make conflicts grow)? What factors reduce the conflicts you are talking about?

3a. What do you think is the role of the teacher in dealing with conflicts? Who else do you think should have a similar role in handling conflicts at the school level?
### Strengthening the Capacity of the Teaching Workforce in Primary and Secondary Schools

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<tbody>
<tr>
<td><strong>3b</strong></td>
<td>What are the effects of these conflicts on: Teachers, teaching, learning, learners, school management/ culture, community or policies? Which stakeholder in this school is key in handling conflicts? What tools do they use to examine the nature of these conflicts?</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>What is your perception on the role of education in conflict management and peace building? How does the current education system facilitate conflict management and peace building? What are the gaps in relation to the following: Curriculum and teaching and learning, Teaching/Learning methods, School Culture, School management?</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Suggest possible strategies for mainstreaming conflict sensitivity in schools/education more generally.</td>
</tr>
</tbody>
</table>

**THANK YOU**
UNESCO’s CONFLICT ANALYSIS PROJECT

‘Strengthening the Capacity of the Teaching Workforce in Primary and Secondary Schools for Conflict Sensitive Education in Three Districts of Northern Uganda’

ARUA, MOYO & YUMBE

KEY INFORMANTS INTERVIEW GUIDE

INTRODUCTION AND INFORMED CONSENT

My name is ______________________, and I am a researcher conducting a conflict analysis study on behalf of UNESCO Uganda. You have been identified to participate in this Key Informant Interview (KII being key stakeholders in primary and secondary school education/education sector. The purpose of this research is to explore how to strengthen the capacity of the teaching workforce in Primary and Secondary Schools for Conflict Sensitive Education (CSE) in three West Nile, Districts of Northern Uganda, namely Arua, Moyo and Yumbe. Participation in the research is voluntary. The information you provide will be treated with utmost confidentiality, will not be shared with anyone other than my research team and UNESCO-Uganda, and will be used exclusively for research purposes. In addition, your identity will remain strictly anonymous. I, therefore, request you to feel free to participate in this discussion or withdraw from it. Your willingness to participate implies consent. However, we shall also accept verbal consent, by requiring you to answer this question. Do you agree to participate? YES / NO (delete as appropriate). Thank you in advance for your cooperation.

Date: ............................               Start time: ___________                   End time: ___________

GENERAL INFORMATION

SECTION A: BIO-DATA

NAME (Optional)

POSITION

AGE

GENDER

HIGHEST LEVEL OF FORMAL EDUCATION

DISTRICT

SECTION B: Under understanding of conflict and peacebuilding

S/N | QUESTION | ANSWER
---|----------|--------
1a | What is your understanding of conflict? | 
1b | How do you describe the nature of conflicts in this community? | 
1c | Which groups are most affected (Refugees, host, children, women, elders, youth, FSN, etc). | 
1d | What methods does this community use to resolve conflicts? | 
2a | What are the main causes of conflicts in this community? | 
2b | What factors sustain these conflicts (make conflicts grow)? |
c. What factors reduce conflicts?

3a. What is the role of the following stakeholders in dealing with conflicts?
- Refugees
- Hosts
- NGOs
- Community leaders

b. What are the effects of these conflicts on the following stakeholders?
- Refugees:
- Host:
- NGOs:
- Community leaders

c. Which stakeholder in this community is key in handling conflicts?

d. What tools do they use to examine the nature of these conflicts?

4.a What is your perception on the role of education in conflict management and peace building?

b. How is the current education system facilitating conflict management and peace building?

c. What are the conflict awareness gaps in the following:
   - Education system,
   - Competencies of Teachers,
   - Competencies of local government officials, and
   - Other personnel such as NGO’s, church & community leaders?

d. What do you think can be borrowed from the current education system that can be used to improve conflict sensitivity in education?

e. How can peace education be mainstreamed to increase conflict sensitivity in general education programming?

f. Suggest possible entry points for the mainstreaming conflict sensitivity in schools.

g. Would you be interested in participating in the validation meeting for this process if called upon?

THANK YOU
UNESCO’s CONFLICT ANALYSIS PROJECT

‘Strengthening the Capacity of the Teaching Workforce in Primary and Secondary Schools for Conflict Sensitive Education in Three Districts of Northern Uganda’

ARUA, MOYO & YUMBE

FOCUS GROUP GUIDE FOR LOWER PRIMARY SCHOOL PUPILS

INTRODUCTION AND INFORMED CONSENT

My name is ______________________, and I am a researcher conducting a conflict analysis study on behalf of UNESCO Uganda. You have been identified to participate in this focus group discussion (FGD) being key stakeholders in primary and secondary school education. The purpose of this research is to explore how to strengthen the capacity of the teaching workforce in Primary and Secondary Schools for Conflict Sensitive Education (CSE) in three West Nile, Districts of Northern Uganda, namely Arua, Moyo and Yumbe. Participation in the research is voluntary. The information you provide will be treated with utmost confidentiality, will not be shared with anyone other than the research team and UNESCO-Uganda, and will be used exclusively for research purposes. In addition, your identity will remain strictly anonymous. I, therefore, request you to feel free to participate in this discussion or withdraw from it. Your willingness to participate implies consent. However, we shall also accept verbal consent, by requiring you to answer this question. Do you agree to participate? Consent by show of hands and/or by Head-Teacher or responsible school staff/administrator (indicate in table below). Thank you in advance for your cooperation.

Date: ............................               Start time: ___________                   End time: ___________

GENERAL INFORMATION

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<tr>
<th>SECTION A: BIO-DATA</th>
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<tr>
<td>Number in Group</td>
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<td>SCHOOL</td>
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<td>BOARDING</td>
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<th>GENDER Desegregation</th>
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<tr>
<td>Host /Settlement</td>
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<th>DISTRICT</th>
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<tr>
<th>Participant Consent (by show of hands)</th>
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<td>Consent by responsible adult on behalf of minors</td>
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<th>SECTION B: Understanding relationship between conflict and education services</th>
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<td>S/N</td>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
</tr>
</tbody>
</table>
4. Who do you tell when you are sad?

5. What is your favourite subject/teacher? Tell us why.

6. What do you think will make your school a happy place?

THANK YOU
UNESCO’s CONFLICT ANALYSIS PROJECT

‘Strengthening the Capacity of the Teaching Workforce in Primary and Secondary Schools for Conflict Sensitive Education in Three Districts of Northern Uganda’

ARUA, MOYO & YUMBE

FOCUS GROUP GUIDE FOR UPPER PRIMARY SCHOOL PUPILS

INTRODUCTION AND INFORMED CONSENT

My name is ______________________, and I am a researcher conducting a conflict analysis study on behalf of UNESCO Uganda. You have been identified to participate in this focus group discussion (FGD) being key stakeholders in primary and secondary school education. The purpose of this research is to explore how to strengthen the capacity of the teaching workforce in Primary and Secondary Schools for Conflict Sensitive Education (CSE) in three West Nile, Districts of Northern Uganda, namely Arua, Moyo and Yumbe. Participation in the research is voluntary. The information you provide will be treated with utmost confidentiality, will not be shared with anyone other than my research team and UNESCO-Uganda, and will be used exclusively for research purposes. In addition, your identity will remain strictly anonymous. I, therefore, request you to feel free to participate in this discussion or withdraw from it. Your willingness to participate implies consent. However, we shall also accept verbal consent, by requiring you to answer this question. Do you agree to participate? Consent by show of hands and/or by Head-Teacher or responsible school staff/administrator (indicate in table below). Thank you in advance for your cooperation.

Date: ................................ Start time: ___________ End time: ___________

GENERAL INFORMATION

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<thead>
<tr>
<th>Number in Group</th>
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<th>DAY</th>
<th>BOARDING</th>
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</table>

GENDER Desegregation

Host /Settlement

DISTRICT

Consent (by show of hands)

Consent by responsible adult on behalf of minors

SECTION B: Understanding relationship between conflict and education services

<table>
<thead>
<tr>
<th>S/N</th>
<th>QUESTION</th>
<th>ANSWERS</th>
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<tbody>
<tr>
<td>1</td>
<td>Do you like your school?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Do you like your teachers?</td>
<td></td>
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<tr>
<td>3</td>
<td>Do they feed you at school? If yes, is the food enough? What type?</td>
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<tr>
<td>4</td>
<td>Do you come to school every day? Is it easy to reach school?</td>
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<td>5</td>
<td>What do you enjoy/ dislike about learning?</td>
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<td></td>
<td>What kind of punishments do teachers use in this school?</td>
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<tr>
<td>7</td>
<td>What do you think will make you like your school/teachers/learning more?</td>
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</table>

THANK YOU
UNESCO’s CONFLICT ANALYSIS PROJECT

‘Strengthening the Capacity of the Teaching Workforce in Primary and Secondary Schools for Conflict Sensitive Education in Three Districts of Northern Uganda’

ARUA, MOYO & YUMBE

FOCUS GROUP GUIDE FOR SECONDARY SCHOOL STUDENTS

INTRODUCTION AND INFORMED CONSENT

My name is ______________________, and I am a researcher conducting a conflict analysis study on behalf of UNESCO Uganda. You have been identified to participate in this focus group discussion (FGD) being key stakeholders in primary and secondary school education. The purpose of this research is to explore how to strengthen the capacity of the teaching workforce in Primary and Secondary Schools for Conflict Sensitive Education (CSE) in three West Nile Districts of Northern Uganda, namely Arua, Moyo and Yumbe. Participation in the research is voluntary. The information you provide will be treated with utmost confidentiality, will not be shared with anyone other than my research team and UNESCO-Uganda, and will be used exclusively for research purposes. In addition, your identity will remain strictly anonymous. I, therefore, request you to feel free to participate in this discussion or withdraw from it. Your willingness to participate implies consent. However, we shall also accept verbal consent, by requiring you to answer this question. Do you agree to participate? Consent by show of hands and/or by Head-Teacher or responsible school staff/administrator (indicate in table below). Thank you in advance for your cooperation.

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<td><strong>SCHOOL</strong></td>
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<td><strong>TYPE OF SCH</strong></td>
<td>GOVT</td>
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<td><strong>GENDER Disaggregation</strong></td>
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<td><strong>Host /Settlement</strong></td>
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<tr>
<td><strong>DISTRICT</strong></td>
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<tr>
<td><strong>Consent (by show of hands)</strong></td>
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<td><strong>Consent by responsible adult on behalf of minors</strong></td>
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<tr>
<th>SECTION B: Understanding relationship between conflict and education services (peace-building strategies)</th>
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<tbody>
<tr>
<td><strong>S/N</strong></td>
<td><strong>QUESTION</strong></td>
</tr>
<tr>
<td>1</td>
<td>What subjects are you studying in school?</td>
</tr>
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<td>2</td>
<td>What extra-curricular activities do you participate in at school?</td>
</tr>
<tr>
<td></td>
<td>Description</td>
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<td>---</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Describe the facilities in your school (e.g. classrooms, toilets, furniture, play fields, water sources etc). How do these facilities affect learners?</td>
</tr>
<tr>
<td>5</td>
<td>How are you normally taught in class? (e.g. participatory, etc)</td>
</tr>
<tr>
<td>6</td>
<td>How do you relate with others in the school?</td>
</tr>
<tr>
<td>7</td>
<td>Are there times when students quarrel among themselves? What are the common causes of these quarrels? What normally happens during or afterwards?</td>
</tr>
<tr>
<td>8</td>
<td>How do these quarrels affect your learning or friendships at school and beyond?</td>
</tr>
<tr>
<td>9</td>
<td>How does your school normally perform in national exams, extra-curricular activities, and why?</td>
</tr>
<tr>
<td>10</td>
<td>How best do you think your school can participate in promoting a culture of peace in your district/community?</td>
</tr>
</tbody>
</table>

**THANK YOU**
UNESCO’s CONFLICT ANALYSIS PROJECT

‘Strengthening the Capacity of the Teaching Workforce in Primary and Secondary Schools for Conflict Sensitive Education in Three Districts of Northern Uganda’

ARUA, MOYO & YUMBE

FOCUS GROUP GUIDE FOR REFUGEE / HOST COMMUNITIES

INTRODUCTION AND INFORMED CONSENT

My name is ______________________, and I am a researcher conducting a conflict analysis study on behalf of UNESCO Uganda. You have been identified to participate in this focus group discussion (FGD) being key stakeholders in primary and secondary school education. The purpose of this research is to explore how to strengthen the capacity of the teaching workforce in Primary and Secondary Schools for Conflict Sensitive Education (CSE) in three West Nile Districts of Northern Uganda, namely Arua, Moyo and Yumbe. Participation in the research is voluntary. The information you provide will be treated with utmost confidentiality, will not be shared with anyone other than my research team and UNESCO-Uganda, and will be used exclusively for research purposes. In addition, your identity will remain strictly anonymous. I, therefore, request you to feel free to participate in this discussion or withdraw from it. Your willingness to participate implies consent. However, we shall also accept verbal consent, by requiring you to answer this question. Do you agree to participate? Consent by show of hands (indicate in table below). Thank you in advance for your cooperation.

Date: ............................               Start time: ___________                   End time: ___________

GENERAL INFORMATION

SECTION A: BIO-DATA

NUMBER IN GROUP

DISTRICT

COMMUNITY/SETTLEMENT

GENDER DISAGGREGATION

AGE BRACKET(S) REPRESENTED

RELIGION(S) REPRESENTED

Consent (by show of hands)

SECTION B: Understanding relationship between conflict and education services

<table>
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<tr>
<th>S/N</th>
<th>QUESTION</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is your understanding of conflict?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>What is your understanding of education?</td>
<td></td>
</tr>
</tbody>
</table>
| 3   | What kinds of conflict(s) do you commonly see in your community? Probe: | -Inter-community conflict  
|     |                                         | -Gender-based conflict  
|     |                                         | -Ethnicity-based conflict  
|     |                                         | -Faith-based conflict  
|     |                                         | -Political conflict  
<p>|     |                                         | -Resources-based conflict |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the causes of the conflicts you mentioned?</td>
<td></td>
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<tr>
<td>Tell us how these conflicts affect access to education in your area?</td>
<td></td>
</tr>
<tr>
<td>Has your community created any mechanisms to deal with these conflicts?</td>
<td></td>
</tr>
<tr>
<td>Are you aware of any conflicts in schools/educational/training institutions in your community? If yes, specify the types of conflicts.</td>
<td></td>
</tr>
<tr>
<td>Are there any measures for addressing these conflicts?</td>
<td>YES</td>
</tr>
<tr>
<td>Do you think these conflicts have any effects on education services in your community? If YES, explain how and If NOT, why not?</td>
<td>YES</td>
</tr>
<tr>
<td>What do you think about the school education that the learners in your community are receiving?</td>
<td></td>
</tr>
<tr>
<td>In what ways do you think teacher education/training in your community promotes:</td>
<td></td>
</tr>
<tr>
<td>-A culture of peace?</td>
<td></td>
</tr>
<tr>
<td>-Reinforces conflicts?</td>
<td></td>
</tr>
<tr>
<td>How well do you think the teachers in your community are trained to teach?</td>
<td></td>
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<tr>
<td>Describe the types of facilities you see in the schools in your community. Explain how the quality and distribution of facilities:</td>
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<tr>
<td>-Affect quality and access to education</td>
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<tr>
<td>-Support peace-building</td>
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<tr>
<td>-Could promote conflict</td>
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<td>Generally, what challenges of peace-building through education do you commonly see in your district/community and how do you think they should be addressed?</td>
<td></td>
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</table>

**Additional comments?**

**THANK YOU**
<table>
<thead>
<tr>
<th>Item</th>
<th>Response</th>
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<tbody>
<tr>
<td>Types of conflicts</td>
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<tr>
<td>Causes of the conflicts</td>
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<tr>
<td>History of conflicts</td>
<td>Where possible, support participants to plot timeline of conflicts to create a picture of how they evolved and why?</td>
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<tr>
<td>Conflict actors</td>
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<tr>
<td>Frequency</td>
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<tr>
<td>How conflicts are handled</td>
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<td>Who handled conflicts</td>
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<td>At what stage are they handled (when)</td>
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<td>What were the outcomes</td>
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<td>Why those outcomes</td>
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<td>Response to outcomes</td>
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<tr>
<td>Recommendations when using this kind of conflict resolution approach.</td>
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</table>

12 This tool permits reflection on key actors and reduces the risk of losing track of key but often less visible contributors to conflicts or their resolution process. It focuses analysis on actual dynamics of the conflicts under investigation and can be applied in an FGD. Hence, this tool will be employed in the teachers’ and community FGD as an activity to facilitate further conflict mapping/analysis.
CONFLICT ANALYSIS PROCESS

Note:

- **Attitude:** Focuses on cultural or symbolic violence/conflicts. This supports collection of data about psychological and emotional state of stakeholders.

- **Behaviour:** Refers to direct violence/conflict. Examines the sorts of actions taken (both positive and negative) in response to a particular conflict.

- **Contexts:** Describes structural violence/conflicts and reveals the underlying issues surrounding the situation generally, including that are (social, political and economic in nature) and how these influence conflicts.

- This tool could be adopted both during data collection and analysis as appropriate to investigate and understand containment, proportionality and interdependent relationships of identified conflicts.

*Johan Galtung’s ABC Triangle adapted from Fisher et al, 2000 is a Conflict Analysis Tool that can be employed in identifying or defining different types of violence/conflicts.

See Nations Systems Staff College [UNSSC], 2016: 66-67.)